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ABSTRACT

This bilingual (English/Spanish) newsletter provides reproducible information and activities that are useful for teachers, parents, and children involved in migrant preschool education. Articles for teachers offer suggestions for language development, home visits, Even Start programs, developmentally appropriate kindergarten, and cultural sensitivity. Other articles address reading to children, dealing with children's grief, recognizing Latino strengths, and preventing problems in young children through appropriate early experiences. Information for parents covers discipline, involvement in school, nutrition, toy guns, television, reading to children, encouraging informal research, and recognizing problems and potential in children. Activities for children include games and worksheets on nutrition, hygiene, safety, dangerous creatures, and shapes, as well as a children's story to be read aloud. Contains artwork by migrant children. (KS)

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ED 361 144

VISIONS: 1992 NEWSLETTER OF THE NATIONAL
PRESCHOOL COORDINATION PROJECT

Volume II - Issues 1-5

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VISIONS

THE NEWSLETTER OF THE PRESCHOOL COORDINATION PROJECT VOLUME II • ISSUE 1

Meeting the Challenge Lily Wong Fillmore

"Typically, children arrive in school full of enthusiasm, socialized to be competent human beings ready to take from their experiences in their schools."

Language socialization and learning are different in every culture. This results from the differences in the ways that adults have carved up the world of experiences. In each society, children learn to have expectations for what adults around them will do. Mexican children are socialized differently from Chinese children, for example.

Chinese parents believe that nothing happens for children that adults don't make happen. Children are born into the world as a blank page (tabla rasa). The adults cut things up into tiny pieces or tasks that are child sized, and the adults expect performance at 100% for those tasks. The adults decide what the children will learn.

Mexican parents believe children come into the world ready to learn. Adults provide examples. Children work alongside adults, observing the whole job, and making an effort to do as their parents do, an effort that will ultimately result in perfection. The children attempt the whole task and achieve competence by practice. Adults are tolerant of their imperfections and support their efforts.

I don't need to tell you which child is more successful in our schools (Chinese). Our school system offers fragmented learning experiences and demands perfection at each stage before allowing progress to the next.

These cultural differences lead to misunderstanding. Teachers believe that children socialized in the latter way (Mexican style) are not prepared to learn. They blame them, and try to resocialize them. The instruction they receive almost entirely negates the excellent practice (instruction) they've gotten. The children get compensatory education (a fragmented experience) for something seen as lacking. There are no large important high level tasks demanded of them. The learning is an incoherent experience.

Meaningless work of this kind destroys the soul and kills off the child's enthusiasm. Their world made sense until they entered school. "Why work on drills that make no sense at all?" they wonder.

--continued on page 3

Going
Some
-place?



Many of us are bemoaning the lack of qualified staff while a valuable human resource, migrant staff, families and students remain untapped for service in Migrant Education.

If Migrant Education had begun a career ladder at the onset of the program in 1966, staff would more closely reflect the population served, and there would be many well-trained former migrants in education nationwide.

The reality is that few migrant aides, parents or students have come up through the ranks, beginning work as paraprofessionals, increasing skills and education while working, and moving up the job ladder, ultimately to become professional teachers

-- continued on page 2

Family Pages on Health

Our centerfold this issue teaches health habits. Health problems are still a major impediment to the education of migrant children. Many problems can be resolved or prevented if addressed in early childhood.

RC 019279

Dear Educators:

We are happy to be bringing you more issues of *Visions*. We have received additional federal funding through the Central Stream Program Coordination Center to carry us through September 1992. We will continue to look for funding beyond that date, and would appreciate support or suggestions from you.

Lots of exciting things have happened in Early Childhood Education and in Migrant Education since our last issue of *Visions*. Dr. Lily Wong Fillmore, linguist from U.C. Berkeley spoke at the California State Migrant Conference (see front page article) as did Dr. David Bautista of UCLA (we'll share his message next issue).

Ed Olmos (of Stand and Deliver) impressed us at the National Migrant Education Conference, with his message that we must intervene to bring hope as well as resources to children in poverty.

Nationally, we are seeing more interagency coordination on early childhood issues. On March 15, this office sponsored an Early Childhood Seminar in cooperation with the Western Stream Program Development Center. Over twenty people from 10 states shared their progress in serving the youngest migrants, and cooperated to identify some continuing problems and new burning issues.

Some of these issues were special education services to preschoolers, training of staff and the issue of transitions from early childhood programs and services to the public schools. We hope that in the next months we will be able to investigate these issues in more depth and report the results for you. It's a pleasure to be back.

Sincerely,

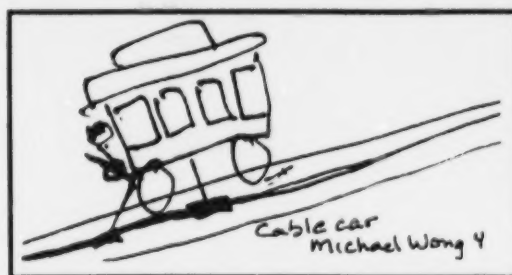
Susan Morse

Preschool Coordination Project
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--a Migrant Education Interstate Coordination Project, funded by the U.S. Department of Education, Migrant Education, administered by the Central Stream Program Coordination Center, Texas A & I University, Kingsville, TX, in cooperation with San Diego County Office of Education.

Susan Morse, Writer Editor
Patricia Burke, Staff
Ann Miya, Graphic Artist

The NPCP is funded to promote interstate coordination and cooperation in the provision of services to migrant children.



from Going Somewhere? p. 1

and administrators in the program.

Presently, there are too many rungs missing. The six year educational gap between aide and teacher has prevented many qualified staff from moving up the ladder in Migrant Education.

Not everyone wants to become an educator, but it benefits the organization to foster the education of its staff. Migrant Education could tap the rich resource of the migrant community by developing a career ladder. Non-English speaking staff can be trained to recruit and serve as liaisons; a good career ladder can provide training to develop bilingual aides who can advocate in the community and serve children. All rungs can provide college credit valid toward a teaching credential.

Courses can help develop advocacy skills so these paraprofessionals can support and enhance the educational development of children. Advocates (a new job concept in many states) can continue their schooling to become credentialed teachers within or outside of the program. Ultimately, leaders among these teachers should be trained for administrative positions.

Early childhood education services provide us with the opportunity to design new job descriptions that provide incremental increases in skills, education and compensation. If we act now, we can coordinate with national efforts and local programs to design programs that encourage professional growth and make it feasible for the migrant population to climb the ladder.

SMART START

Yes, Be pushy

By being pushy you can help your child succeed in school. What do we mean by being pushy?

- Get involved, ask questions and represent the needs of your child at the school.
- Do not be embarrassed to discuss any complaint or question you have, or to mention your child's concerns.
- Respect what your child tells you about school. Check with school staff for their view of events.
- Recognize that you and the school may not always have the same objectives.
- Communicate with school personnel so that they know and will work for your educational goals for your child.

Pushy parents are the ones that get the best classes, the best teachers, the most services and whose children get the most attention and learn more. Pushy parents question anything that makes them uncomfortable about a baby sitter, childcare, preschool, or school program. They question anything unclear about messages or assignments, any concern about school activities, or even the healthiness of the food provided for snack or lunch.

As a result of asking and insisting, pushy parents know more about how their children behave. They know what options that are available for their children. Teachers and

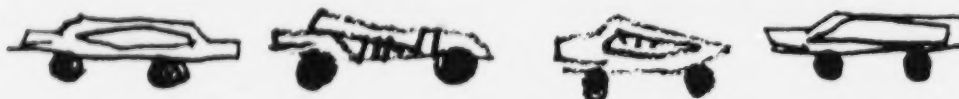
school personnel know that these parents care about their children. And children know their parents care.

Some good questions to ask:

- How do you decide which child goes into which group?
- My child is so talkative at home, is she communicating much at preschool?
- My child came home from childcare dancing and singing yesterday. I'm glad. Can you tell me what happened?

Advocating for your child is what you are doing. If you feel funny doing it, remember, you know that child better than anyone else and you have more at stake than anyone else. Do not let professionals make you feel that you do not have control, or that your opinion is not important. You are the most important person in your child's life.

New studies show that maintaining the strength of your family, your values, your language and your culture will help to make your child confident and assured, and therefore more likely to succeed in many different environments. Involving your child in your family is the most important thing you can do at home for your child. The most important thing you can do for your child at school is to be involved and be pushy!



by Michael Wong

PRESCHOOL COORDINATION PROJECT • 1527 West Lewis St., San Diego, CA • 619/497-2116

**"Trust yourself,
you know more than you think."**

Dr. Benjamin Spock began his first book in 1946 with these words. Now, at 89, America's best known baby doctor, Dr. Spock has added to the latest edition of his famous book, Baby and Child Care. Sesame Street Magazine's Parents' Guide interviewed Spock to see what is new in the latest edition.

Worldwide Concerns:

Dr. Spock..."advises against routinely using disposable diapers because...they really are creating health and sanitation problems."

Personal Health:

"I've also come out against letting babies get tanned...it's not good for babies' skin to burn it." Early burning increased the chance of skin cancer in later life. Skin cancer is now the most common type of cancer in the United States.

A Changing World:

"Vote...(and) vote more selectively," and speak up and write letters.

Good Parenting:

"Some people think that parents have to be stern to teach values. But the values will be absorbed more if the parents are living the values that they're trying to teach, and if they are friendly and not disapproving when they talk about their values.

Making Children Feel Needed:

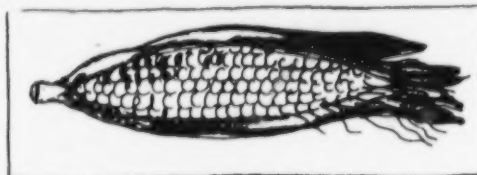
"At the ages of three, four and five...children love to be helpful-to do grown-up things-and parents should be very careful to foster that. "All children should have chores...especially during early childhood..."

Parents as Role Models:

Parents should remember that "...young children are watching...all the time and patterning themselves after their parents. Parents should realize that all children are

trying very hard to be as much like their parents as they can be."

Sesame Street Magazine and Parents' Guide, (Two sections)\$16.95annually, One Lincoln Plaza, New York, NW 10023.



Staying Healthy

An ounce of prevention is worth a pound of cure!

Nutritious food, cleanliness and vaccinations are the three important "body guards" that keep children healthy and protect them against many sicknesses.

Nutritious Food:

•It is important that children eat nutritious food, so that they grow well and do not get sick. Give them fresh vegetables (dark green and yellow), fruits, and protein (beans, milk) daily, as well as some carbohydrates (corn, rice), fats and oils for energy.

•Above all, children should get enough to eat, small children need nutritious snacks between meals.

Cleanliness:

Children will be healthier if they, their homes and neighborhood are clean.

•Bathe your children and change their clothes when needed

•Teach children to brush their teeth and limit candies, sweets and carbonated drinks.

•Do not let children who are sick or have infections, sleep with other children or use the same clothing or towels.

•Treat children quickly for diseases and infections that spread easily from child to child.

Vaccinations:

Vaccinations protect children against many of the most dangerous diseases of childhood. Ask your school, clinic, or Migrant educator about vaccinations.

BUENAS • NUTRITIVAS • SALUDABLES • BUENAS • NUTRITIVAS • SALUDABLES

• CIRCLE THE "GOOD" FOODS • CIRCULA LAS COMIDAS "BUENAS"

Hola!
Hello!

LENTILS • ARROZ •



POLLO / CHICKEN



PASTEL / CAKE



... CARNE / MEAT

HUEVOS • EGGS • GUISANTES • PEAS



LECHE / MILK



FRUTAS / FRUITS



SODA POP



To your health!

NDPALITOS • CACTUS • LENTEJAS

PAN



BREAD



PAPAS FRITAS / FRENCH FRIES

FISH ...



PESCADO



I'm drinking orange juice!



PULCES / CANDIES



VERDURAS / VEGETABLES



HELADO / ICE CREAM

MAIZ • CORN

GRAPES



Y dos manzanas! AND TWO APPLES!

UVAS

☒ Check the things that you do...!
☒ Marca las actividades que haces...

☐ I eat breakfast, lunch and dinner. como tres comidas nutritivas cada día!

☐ I brush my teeth after eating. Me lavo los dientes despues de comer.

☐ I wipe my nose when I have a cold. Me sueno la nariz cuando tengo la gripa...

☐ I wash my hands! Me lavo las manos.

• Wash your hands when you get up, before eating and after going to the bathroom...
 • Lávese las manos al levantarse, antes de comer y despues de ir al baño.

☐ I wear shoes. Uso zapatos.

☐ I take naps in the after-noon. Tomo siestas en las tardes...

☐ I take baths!



A Nutritious Food

Corn, cultivated by the native peoples of the Americas over 5,000 years ago is now used for many things all over the world.

El maíz era cultivado por los habitantes de las Americas hace 5,000 años. Ahora todo el mundo lo usa para muchísimas cosas.

These foods are made from corn. Which ones do you like?

Estas comidas son hechas de maíz. Cuales le gustan?



Corn is Maize: The Gift of the Indians (for children ages 4-8)

Written and illustrated by ALIKI. Published by Harper Collins Children's Books
10 E. 53rd St. N.Y., N.Y. 10022, Harper Trophy edition \$4.50

Connect: A Literature Science Program is a supplementary learning program designed to accompany Corn is Maize, published by Sundance, Newtown Rd., Littleton MA 01460 for Grades 1-3

¡LISTOS!

Sí, Sea Metiche

Ser metiche es ser buena representante de su hijo en la escuela. Que queremos decir con este consejo?

--Se mete en las actividades de la escuela.

--Comunique las necesidades de sus hijos a la escuela.

-- No le de vergüenza preguntar o quejarse si es necesario.

--Respete el punto de vista de su hijo y lo compara con lo que dice el personal de la escuela.

--Reconozca que a veces la escuela no tiene el mismo objetivo que el suyo.

-- Comuníquese con la escuela para que ellos colaboren con la meta de educación que Ud. desea para su hijo.

Aquellos padres metiches son los que obtienen para sus hijos las mejores clases, los mejores maestros, el mejor servicio y cuyos hijos obtienen la mejor atención y por lo tanto aprenden mejor. Los padres metiches hacen preguntas sobre cualquier cosa que se inquietan, a los que cuidan a sus niños, en el jardín infantil (guardería), el kindergarten o en la escuela. Aseguran que los mensajes de la escuela o la tarea de su niño tiene instrucciones claras. Se interesan por las actividades escolares y se observan si los alimentos que se ofrecen son saludables y nutritivos.

Como resultado de esto - al preguntar o al insistir -los padres se enteran del progreso de sus niños en la escuela. Además se enteran de las opciones disponibles para sus hijos. A su vez los profesores y personal de la escuela se dan cuenta que estos padres se preocupan por sus hijos. Y los hijos se dan cuenta del amor que los padres sienten por ellos.

Unas buenas preguntas:

• ¿Cómo decide Ud. en que grupo va que niño?

• Mi hija es muy parlanchina en casa.

¿Es conversadora en la escuela?

• Mi hija llegó ayer bailando y cantando de la guardería. ¿Me podría contar que hicieron ustedes?

Lo que Ud. está haciendo es proteger a su niño. Si Ud. se siente incómodo haciéndolo, recuerde que Ud. es la persona que mejor lo conoce y que tiene mucho que perder si no lo hace. No deje que los profesionales le hagan sentir que no tiene control o que su opinión no es importante. Ud. es la persona más importante en la vida de su hijo.

Estudios demuestran que al mantener la unión en su familia, los valores, su lenguaje y su cultura le van a ayudar a que su niño se sienta protegido y con mayor confianza en sí mismo. Debido a esto el tendrá una mayor oportunidad de tener éxito en diferentes ambientes. Recuerde que lo más importante que Ud. puede hacer por su hijo en la escuela es SER METICHE.



Arte hecho en el computador, por Sasha, 6 años

Tenga Confianza en si mismo, Ud. sabe mas de lo que cree

Así el Dr. Benjamín Spock empezó su primer libro en 1946. Ahora él es el médico pediatra más famoso de América. En una reciente entrevista, Dr. Spock, a la edad de 89 años, explicó lo qué había agregado a su nueva edición del libro El Bebé y Su Cuidado.

Preocupación sobre la tierra

El Dr. Spock aconseja no usar pañales desechables porque al tirarlos se crean problemas de salud y sanitación.

Salud pesonal

"No apruebo el que los bebes se bronceen... no es bueno que la piel se queme." Al quemarse la piel cuando son tan tiernos se aumenta la incidencia de cáncer.

En repuesta a un mundo cambiante

"Lo primero es votar... (y) votar selectivamente," defienda sus ideas y escriba cartas si se opone a algo.

Valores con cariño

Los padres deben inculcar valores a sus hijos.

Algunos padres piensan que deben ser duros al enseñar valores. Los valores serían

comprendidos mejor si los padres viven de acuerdo a estos valores y les demuestran estos valores con cariño.

Ayudar a que los niños se sienten importantes

"A la edad de tres, cuatro o cinco años... a todos los niños les encanta ayudar—les gusta desempeñarse como adultos." Los padres pueden fomentar esto en dando quehaceres a sus hijos para que cada uno ayude en casa.

Los padres como modelos

Los padres deben recordar que "...los niños los están observando...constantemente." El ejemplo que dan los padres es muy importante. Los niños están tratando todo lo posible de imitarlos.

...obtenido de la revista Guía para padres y las revista para niños, Sesame Street, 1 Lincoln Plaza, Nueva York, NY 10023. Suscripción anual: \$16.95 (se publica en inglés solamente)



*...El Grupo Musical de
Tish Hinojosa, por A. H. L. 5 años*

A Guardar La Salud

Como pollitos, los niños siempre deben de estar picoteando.

La buena alimentación, el aseo, y las vacunas son las tres cosas más importantes para proteger la salud de los niños y evitar que se enfermen.

Alimentos Nutritivos:

La comida nutritiva ayuda que crecen bien y no se enfermen los niños. Dales vegetales frescas(verde y amarillo), frutas, y la proteína (frijoles y leche) diariamente, también comidas con carbohidratos (maíz y arroz) y aceites para darles la energía. Todos los niños necesitan bocados.

La Limpieza:

Los niños estarían más sanos si se guarden ellos, sus hogares, y vecindades.

- Bañar a sus niños y cambiar su ropa con frecuencia.
- Enseñar a los niños a cepillarse los dientes.
- Les cortan y limpian las uñas.
- Los niños enfermos no deben dormir con otros, o usar las mismas toallas o ropa.
- Curar rápidamente las infecciones transmitibles.

Vacunas:

La vacunas protegen a los niños contra muchas enfermedades peligrosas propias de niños.

Fillmore, Challenge *from page 1*

Language Conflict

Children are discouraged from using the language they already know, reducing their understanding of activities even more. Even in bilingual programs, children speak the home language an average of 8% of the time.

Limited English Proficient (LEP) students are tracked all together. Thus, they have no English models and do not hear English appropriate for success in school. Students in LEP tracks start out bright, eager, and enthusiastic. They end up as slow learners.

Parents are discouraged from participation despite official policy that they are encouraged. They are discouraged by real distance from the school: social distance.

The message the school communicates to the students and parents is that the language of the home is a barrier to acceptance, and therefore to give it up. When the parents do, the student's home language is frozen into a child's version of the language. The result is not fully bilingual students, but children who can't speak well with their parents and therefore are a problem. They are excluded from learning all the important

things that children should learn from their parents. These children become alienated from their parents and alienated from the larger society. **What can we do?**

We have to make adjustments in the way we look at the children we serve. We have to develop new programs. Early childhood programs should be provided in the home language. Programs should be designed to be developmentally appropriate from early childhood through the primary grades.

Parents need to be reinforced to keep up what they are doing. They need to continue with the "consejos", (advice, life rules) that will help their children in a society that doesn't value them enough. Parents and teachers need to help these children hold their heads up high. These children are full of experiences of value.

These bright, able children shouldn't have to succeed in spite of obstacles thrown in front of them by people who don't recognize how capable they are. Migrant educators, please, be advocates, work to help others understand the many strengths these children have to offer.

—From her presentation at the California State Migrant Education Staff Development Conference November 21, 1991. Notes were taken and edited by Susan Morse.

Montessori in Spanish

Presently, about 1,900 Spanish-speaking children are learning through the Montessori approach in their own language and culture in 14 preschools administered by the Foundation Center for Phenomenological Research in Sacramento, California. **Antonia López** is Director.

"We want to establish a strong bond within the family through development of the home language in the early childhood years."

The Montessori method allows preschool children to make their own choices. Staff guide the children through manipulative tasks designed to develop perceptual and motor experiences and a base for academic learning. Children can take as long as they need to complete the selected activities.

Most of the staff are from the community

they serve. They speak in Spanish, although children use English, too."

Initially some parents expressed concern with the use of Spanish, because they want to be sure their children will be successful in English. Soon they realize that their children learn sophisticated concepts better in their native language and thus learn faster. Parents report more and better communication with their children at home as well as increased cooperation, courtesy, independence and respect for others.

Elementary school teachers notice the children's quick adjustment to school and their strong social and academic skills. English concepts come quickly because of the understanding established in the first language. Many "graduates" are chosen as first grade "teacher assistants."

—Visits are welcomed by the Foundation Center. Please call Ms. López at (916)447-2087.—From BEQ Outreach, CA Dept. of Ed, Vol 2 #1, January, 1991

**Get on Board! **
We Need Your Good Ideas!

Writers, artists, teachers, and children, this is your chance to be published.

This is the first issue of the second volume of Visions, educational journal, which includes the parent sections Smart Start/ Listos and the Family pages. There will be four more issues of Visions under the present funding source. **We encourage you to submit articles, or ideas for articles for educators or for migrant parents for these coming publications. We also would love to receive artwork (your own or that of migrant children) and materials or ideas for the family pages.** Please be sure to tell us who wrote them or where they came from and tell us the names and ages of any children's work you submit. Hurry, the next four issues will be coming out soon.

The themes of the upcoming issues, in order, are: **safety, environment, language, and science**, but of course we incorporate lots of important themes in every issue. We will try to send a little thank you reward for all children's submissions. Mail submissions to the NPCP office (1527 West Lewis St., San Diego, CA 92103 or FAX to (619) 296-1863).



NATIONAL PRESCHOOL COORDINATION PROJECT
1527 West Lewis Street
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VISIONS

THE NEWSLETTER OF THE PRESCHOOL COORDINATION PROJECT VOLUME II • ISSUE 2

Vital Practices for Promoting Change

This Even Start program provides support for its staff and the families it serves. It fosters caring, nurturing and competence to the benefit of young children and their families.

With the belief that "educational empowerment of people is beneficial to society," Staff identified the following practices:

1. Hire staff who are culturally and linguistically representative of program families. Staff must be flexible, knowledgeable of community resources, have personal ties to program families, and a strong desire to help.

2. Strengthen staff teaming and vision by establishing together a mission statement, program philosophy, and operating principles.

3. Staff training must be ongoing, address program and staff needs, and include the topics of child development, family literacy, effective communication, intercultural skills, and family systems.

4. Develop a non-hierarchical staff structure where all staff members know their jobs are vital to program success. Implement staff program suggestions. Give staff leadership roles.

5. Prevent staff burnout. Don't expect or allow staff to take on responsibilities that cannot be reasonably accomplished within their employed hours. Build into staff hours time for emotional processing. Staff need to be angry, cry, laugh, and celebrate together. Encourage staff to care for, mentor, confront, and support each other.

6. Community outreach and trust building activities must be on-going. Staff must do regular home visits with each family. Program information must be written in the language and literacy level of the adults. Sponsor community events - i.e., picnics, garage sales, talent shows - where staff and families can socialize



together.

7. Programming must be flexible, continually evaluated and adapted to the uniqueness of each family. Match program needs with available resources. The starting point is where the families and staff are currently functioning.

8. A family's basic needs for food, shelter, safety, and health care must be met before educational instruction can begin.

9. Use the teachable moment. When families need assistance in filling out a form, turn it into a literacy lesson.

10. Build family and staff self-esteem, focusing on their strengths and celebrating their successes. Assist staff and families in understanding that their success is due to their own efforts and decisions.

- Even Start, Poudre R-1 School District and Colorado State University

From "Together, We Can Do It!", National Center for Family Literacy, Vol. 4, Issue 2, July, 1992.

In this issue:

**Even Start
Latino Strengths
Toy Guns
Setting Limits**

Dear Educators:

The following comments are from Erminina Garcia.

"Tina" Garcia is currently Director of the Migrant Even Start Program in Woodburn, Oregon. She has worked in the Migrant Education Program for many years, as Area Coordinator, Parent Educator, trainer and teacher.

"Visions is providing a real service to preschool projects and parent education projects, too. *Visions* helps to keep us abreast of all the latest information on early childhood education.

If Migrant Education programs are going to focus on Early Childhood Education, we need to demonstrate a commitment at the national level. There are many issues that still need to be addressed. Staff recruitment and training is one of them. We've had to resort to hiring staff without the early childhood expertise that we would like them to have, and it is therefore very helpful to have the newsletter with a mixture of theory and information on practices that they can read easily."

"The *"Whatever Happened to Maria"* article was very powerful. I shared it with administrators. For people who have questions about the idea of native language instruction, it describes the problem very clearly. The family sections of *Visions* provide, at least some direct service to migrant preschoolers nationwide."

Thank you, Tina,



For further information or additional copies, please write or call:

National Preschool Coordination Project
1527 West Lewis Street
San Diego CA 92103
(619) 497-2116

A Migrant Education Interstate Coordination Project. Funded by the U.S. Department of Education, Migrant Education. Administered by the California State Department of Education, in cooperation with San Diego County Office of Education, 6401 Linda Vista Rd., San Diego CA 92111

Susan Morse, Director
Valerie Quandt, Staff
Ann Miya, Graphic Artist

The NPCP is funded to promote interstate coordination and cooperation in the provision of services to migrant children.

Even Start

The Even Start program integrates early childhood education and adult literacy education. Even Start is a proactive effort to help parents become involved in their own child's education. To qualify, parents with children under eight years of age, and who reside in a Chapter 1 attendance area must agree to attend basic adult education classes. Even Start families receive visits at home from trained staff who offer child development strategies and show parents how to use their own household for learning.

The purpose of the Migrant Even Start Program is to support family-centered education projects appropriate to the needs of migrants. The projects are designed to help parents become full partners in the education of their children. Literacy training is also provided for parents in the home language or in English.

Preschool teachers report that Even Start alumni adapt better to school and outperform their peers. Parents indicate that they feel better prepared and happier with their children.

Even Start is funded through the U.S. Department of Education, whereas Head Start is funded by Health and Human Services. There are nine Migrant Even Start programs presently funded throughout the country.

To find out about Migrant Even Start funding, contact: Regina Kinnard @ (202) 401-0761. To get more information about regular Even Start Grants, contact: Tish Rennings @ (202) 401-0716.

SMART START

Toy Guns

I have observed children with guns using them exactly as adults with guns do. They use them to try to terrorize. They use them to communicate their power when no one will listen to their words (or when they haven't tried to communicate their feelings).

I have seen a shy boy use his gun as a way to try to be included in a group and I have seen that friendly play group be transformed into a battleground with "sides" and hostility between them as a result of the introduction of that gun.

Guns do not help children recognize and address feelings of anger, frustration, exclusion, and hurt. They do not help them find socially acceptable and socially bonding ways to work through these feelings that are common to all children and to adults.

I have seen children run screaming and crying from a "semi automatic" water gun, when a day before they were screaming with delight as they squirted each other with a hose.

We must ask ourselves, "What result to we want from allowing gun play?" Do we want children to be so accustomed to guns that they develop no fear of them (and pick up a real one as easily as a toy)? Or do we want them to

feel either aggressive or intimidated every time they see or use the toy? Neither option is acceptable.

Children may use something else and pretend its a gun anyway. Let them pretend. That imaginary gun can change to a magic wand or a stick for drawing

in the sand in an instant. A toy gun retains its image and its intimidating effect.

Buying a gun for a child gives value to that gun in the mind of the child. Why would you buy a child something that you would not want him to own as an adult? Most things we buy for children are in some way models or practice activities for adulthood.

Children need tools that help them develop communication and peacemaking skills. They need suggestions on how to negotiate conflicts. They need ideas on how to enter a group. They need a game, a joke, a skill, a box of popcorn to share, or a friendly cooperative manner at their disposal rather than a gun to boost their confidence.

The presence of guns, real or toy, promotes a numbness to the violence these machines can inflict. If we diminish our interest, fascination and respect for guns, we may develop more interest, fascination and respect for our fellow human beings.



Setting Limits

When a baby is born, his limits are his crib and the caregiver's arms. Later he has more space. He is given crawling space within his home or elsewhere. A toddler's limits may extend to a fenced back yard, or he may be allowed to play under the supervision of older children. The limits continue to be expanded in the pre-school and kindergarten years, to include a building away from home with activities provided by the day care or school.

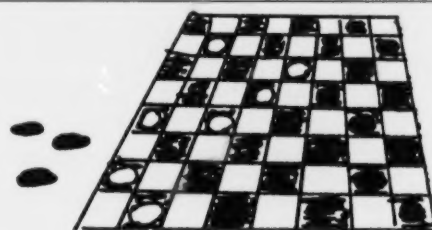
In setting limits, a parent should use careful judgement, taking into account a child's age and stage of development. A two-year-old cannot be expected to understand or accept the same limits as a five-year-old. Just as the limits of a high school junior or senior are different from a middle school student. A good rule is to set only necessary limits to:

- protect the child's health
- protect the child's safety
- protect the rights of others
- protect and support the child in controlling his own strong feelings.

Every child faces some restrictions in his home and surrounding environment. But if the child has too many restrictions, or has inappropriate restrictions, he may become less spontaneous or creative. Imposing too many restrictions too early in childhood may cause resentment. Instead of accepting rules as part of self-discipline, the child may only wish for the time when he doesn't have to follow rules—not real-

izing that a structured and orderly society calls for self-disciplined, law-abiding citizens.

—by Dr. Sylvia V. Castro, Program Specialist, Central Stream Program Coordination Center



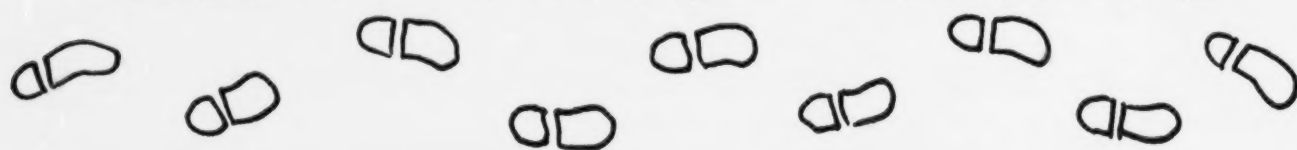
Learning to Play Games

Young children (ages 0-8) often have difficulty playing games and following rules. That's okay. Young children will want to win the game every time, especially when they are playing with people who are older and to them much more powerful. When the older person is explaining the rules (seen by the child as "making" them) and also winning the game, the child feels powerless.

Suggestions:

1. Play with their rules and then yours.
 2. Let children under 6 win. They need to be successful.
 3. Let children play among themselves and negotiate rules. Don't intervene.
 4. Remember, a game should be fun. If it's not, change the activity.
- In our "board" game, Safety First (in this issue), we hope children will learn how to move a marker along the path counting one, two, or three. Adults can read the instructions or explain the pictures about safe and unsafe activities. Please enjoy it.

FOLLOW the STEPS to SAFETY!!!
 ...SIGUEN los PASEOS a la SEGURIDAD...



INSTRUCTIONS:

1. WRITE THE NUMBERS 1, 2, AND 3 ON THREE SCRAPS OF PAPER
2. PUT PIECES OF PAPER IN HAT OR BAG
3. EACH PLAYER PICKS A NUMBER WHEN IT IS HIS/HER TURN AND REPLACES NUMBER AFTER TURN.

THE YOUNGEST PLAYER STARTS, PICKS A PIECE OF PAPER, AND MOVES A MARKER THE SAME NUMBER OF SPACES. IF YOU LAND ON A  OR  GO FORWARD OR BACK 1 SPACE



INSTRUCCIONES:

1. ESCRIBE LOS NUMEROS 1, 2, Y 3 EN TRES PAPELITOS
2. PON LOS PAPELITOS EN UN SOMBRERO O UNA BOLSA
3. A SU TURNO CADA JUGADOR COGE UN NUMERO Y REEMPLAZA EL NUMERO.

EL MENOR DE LOS JUGADORES TOMA UN PAPELITO, Y MUEVE LA PIEDRITA EL MISMO NUMERO DE ESPACIOS. SI PARA EN UNA  O UN  AVANZA O RETROCEDE UN ESPACIO.



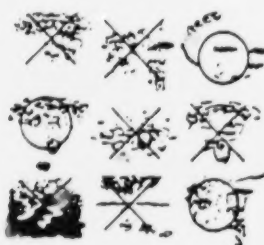
Mejor Cuidadosa que Arepentido

Better Safe Than Sorry

Circle the pictures that show safe swimming situations. Put an X on the pictures that show unsafe swimming situations.
Reprinted from the American Red Cross' *Whale Tales*.



O = lo bueno
X = lo malo



answers
respuestas

¡LISTOS!

Pistolas de Jugete



He observado a niños con pistolas en las manos usándolas al igual que adultos. Las usan para aterrorizar a la gente y para impresionar con poder a quienes no quieren escucharles (o cuando no pueden expresar sus sentimientos.)

He visto a un niño tímido usar su pistola como pretexto para ser incluido en un grupo. He visto este grupo de jugar convertido en un campo de batalla. Los niños eran divididos en campos de enemigos con hostilidad entre ellos como resultado de la aparición de la pistola. Las pistolas no ayudan a los niños a reconocer y a controlar sentimientos de frustración, el aislamiento, el rechazo, y el dolor. Las pistolas tampoco no les ayudan a los niños a encontrar maneras socialmente aceptables para entender y expresar estos sentimientos que son comunes a todos los niños y adultos.

He visto a niños corriendo y gritando, tratando de apartarse de una pistola de agua "semi-automática" cuando sólo un día antes gritaban felices cuando uno a otro se roceaba con agua de manguera.

Debemos preguntarnos, "¿Qué se espera cuando permitimos a los niños jugar con pistolas?" Es que queremos

que los niños se acostumbren tanto a las pistolas que llegan a no temerlas (al punto que agarran un arma como si fuera un juguete)? ¿O queremos que sean miedosos o agresivos, cuando ven o usan una pistola de juguete? Ninguna de estas opciones es aceptable.

A veces los niños van a usar otros objetos como si fueran pistolas. Déjenlos. Esa pistola puede convertirse en una varita mágica o un palo para dibujar en la arena. Una pistola de juguete al contrario retiene la imagen y efecto intimidante.

Al comprarle una pistola al niño le convierte en un objeto de gran valor en su mente. ¿Para qué se le va a comprar a un niño algo que no quiere Ud. que él tenga cuando sea adulto? La mayoría de las cosas que compramos para niños son de alguna manera modelos u objetos para su vida adulta.

Los niños necesitan ayuda en desarrollar sus habilidades para comunicarse. Se necesitan modelos para aprender a ser pacificadores. Necesitan sugerencias de como negociar conflictos. Necesitan ideas para ingresar a un grupo. Necesitan un juego, un chiste, un talento, una disposición amigable o una caja de palomitas de maiz para entrar en un grupo en vez de una pistola para darles confianza.

La presencia de pistolas, reales o de juguetes, causa que las personas se vuelvan insensibles a la violencia que estas armas promueven. Si disminuimos el interés, fascinación y respeto a las pistolas, podríamos aumentar más el interés, fascinación y respeto hacia otros seres humanos.

Estableciendo Límites

Cuando un bebé nace, sus límites son su cuna y los brazos de la persona que lo cuida. Más adelante se le da más espacio; espacio para gatear dentro de su casa o afuera. Cuando el niño comienza a gatear, se extiende sus límites a un patio cercado, o se le permite jugar bajo la supervisión de sus hermanos mayores. Estos límites siguen extendiéndose durante los años preescolares en el año del jardín de infancia (el kinder). Estos límites pueden incluir una niñera o escuela lejos de la casa.

Al establecer límites, el padre o la madre debe usar cariño y discreción, tomando en cuenta la edad del niño y su nivel de desarrollo. Un niño de dos años no va a comprender o aceptar las limitaciones de un niño de cinco años. Al igual que los límites de un estudiante de quinto grado son diferentes que los de un estudiante de la secundaria. Una excelente regla es establecer los límites necesarios sólo para:

- proteger la salud del niño
- proteger la seguridad del niño
- proteger los derechos de otros
- proteger y apoyar al niño en entender y controlar sus sentimientos fuertes

Cada niño tiene que enfrentar algunas restricciones en su hogar y en su vecindad. Pero si el niño tiene muchas restricciones, o tiene restricciones inapropiadas, puede perder su espontaneidad o creatividad. Imponer muchas restricciones muy temprano en su niñez puede causar resentimiento a los padres. En vez de aceptar reglas como parte de auto-disciplina, el niño sólo deseará que llegue el tiempo cuando no tenga que seguir reglas - sin realizar que

una sociedad ordenada y de buena estructura requiere ciudadanos auto-disciplinados y que obedecen la ley.

-por Dra. Sylvia V. Castro, Texas A & I University

Juegos



Los niños pequeños (0-8 años) generalmente tienen dificultad en jugar y seguir reglas, y no hay problema en eso. Ellos siempre quieren ganar cada vez que juegan, especialmente cuando juegan con gente mayor, quienes a su parecer tienen más años y más poder que ellos. Cuando una persona mayor explica las reglas del juego (al niño le parece que el adulto "hace" las reglas) y luego lo gana, el niño se siente impotente.

Sugerencias:

1. Juega con las reglas del niño primero y luego las tuyas.
2. Hasta la edad de 6, déjeles ganar.
3. Permita que los niños jueguen entre ellos y hagan sus propias reglas. No intervenga.
4. Recuerde, un juego debe ser divertido, si no es, cambie la actividad.

Con nuestro juego de mesa, Seguridad Primero (en esta edición), esperamos que los niños aprendan a mover el marcador a lo largo del camino a la vez que cuentan 1, 2, o 3. Los adultos pueden leerles las instrucciones y explicarles los ejemplos de actividades buenas o peligrosas. ¡Favor de disfrutarlo!



Data Supports Latino Strengths



Dr. David E. Hayes-Bautista, professor in the School of Medicine and director of the Chicano Studies Research Center at UCLA, recently shared the results of his latest study, "No Longer a Minority: Latinos and Social Policy in California." (*In California, nearly 90% of migrant students are Latino.*)

Some of Dr. Bautista's findings:

- Latino males have, and have had for 50 years, high levels of participation in the workforce. Rather than leave the workforce when employment conditions are difficult, Latinos in California continue either to work or to seek work.

- Latinos demonstrate one of the strongest commitments to family compared to other ethnic and racial groups. Latinos are more likely to marry and have children than any other ethnic or racial group.

- Latinos have one of the lowest rates of welfare utilization compared to other ethnic and racial groups, and when on welfare, they receive the least amount of assistance.

- Latinos have relatively healthy babies, lower age-adjusted mortality rates (untimely deaths, shootings), drink less and smoke less than Anglos or African-Americans.

- Latino educational attainment increases dramatically from the first to third generations in the U.S.; however, the gap between Latino and Anglo achievement has not diminished, and

Latino educational attainment stops suddenly at the college level.

- Latinos demonstrate great allegiance to major U.S. social institutions, such as schools, churches, community, and government.

Unfortunately, Latinos show that in today's economy it is possible to work very hard and still live in poverty. Bautista's findings point out that while enduring poverty-level income, Latinos in California demonstrate middle-class attitudes and behavior toward the basic institutions of society, especially family, education, work and citizenship.

This supports research on language minority students in the schools showing that this population begins school with many strengths including normal levels of self-esteem, as well as family and cultural support.

Latinos' behavior regarding work, family, education, and health presents many strengths to the society and economy...(we) should invest in their well-being, validating these behaviors and attitudes and empowering Latinos so that they may contribute to the...economy of the 21st century.

—from "Lifting the Burden of Shame", by Myrna Zambrano (San Diego Writer's Monthly, July 92)
Myrna is a graduate of Yale University, is legislative aide to Assemblyman Steve Peace, and author of *Mejor Sola Que Mal Acompañada: For the Latina in an Abusive Relationship*, (Seattle: Seal Press, 1985). *She is also a former migrant educator.*

—Italics added by S. Morse based on Dr. Bautista's presentation at the CA. Migrant Education Conference, October 1991.

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VISIONS

THE NEWSLETTER OF THE NATIONAL PRESCHOOL COORDINATION PROJECT

VOLUME II • ISSUE 3

Cultural Fine Tuning Tips for Home Visitors

Each time that two people meet, cultures touch or clash. Clashes can take place even when home visitors are of the same language and culture as the family. Home visitors should be acutely aware that each family has a culture of its own.

When educators make home visits, they are stepping into the world and culture of the family they visit, often without invitation or warning. As the home visitor, we are the outsiders. Thus, if we wish to communicate, we have the obligation to adapt. We must do everything we can to reduce culture clash.

In a discussion with school principal (and former migrant educator) Alicia Valdez of San Luis, Arizona, we identified several areas in which cultural sensitivity is important for all home visitors.

Whether we are Hispanic, Anglo or 'other' we all operate on more than one "station." We may have different roles, rules, or behaviors for our family, our jobs, or our friends. Our stations may be tuned differently for each role. We need to consciously tune in to the appropriate station when we make home visits.

Dress: In the hot desert climate, a home visitor was accustomed to wearing cut off shorts and a tank top. The family visited was a traditional Oaxacan family. Women wore long skirts and modest blouses. This culture clash made communication difficult. The Oaxacan women did not wish to invite the visitor into the house for her dress would be a shock to her husband.

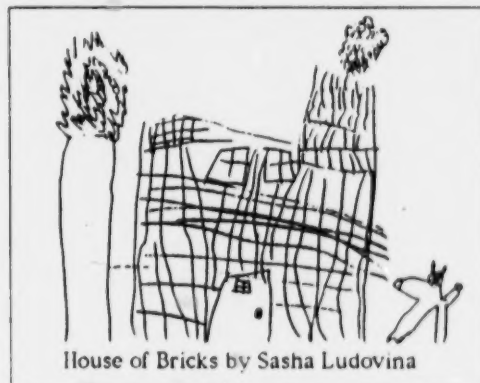
Always be formal (polite), traditional and conservative. It is easier to "loosen up" than to "straighten up" if the situation calls for it.

Arrival: Tune in to the correct station before you arrive at a home. Begin to anticipate what you may encounter. Keep your antennae out for signals that will help you adapt. Notice the neighborhood and homes, so that you can make helpful comments and/or compliments.

i.e., "I noticed that the clinic is only a mile down the road and you have a library at the corner - What a good location!"

Tu/Ud: Do not use "tu" until you have been told to do so by the

Continued on page 3



House of Bricks by Sasha Ludovina

family. We may not like "Usted" because it delineates class differences and implies submission on the part of the person using it. "Tu", among young people, is considered assertive. But "Usted" expresses respect on the traditional "station."

Affirming the Family: You will hear "Yo no puedo hacer nada para ayudar a mi hijo." The parents are expressing a feeling of loss of control, and you need to counteract that and respond "Al contrario, esta haciendo mucho ahorita." What you are doing right now is very important. You are raising your children, feeding, clothing, and sending them to school, so that we can do our job effectively. You are teaching the children what you know. This is very important and you are doing a tremendous job at it.

Join the Circle: In the His-

Continued on Page 4

CC 013413

Dear Educator:

This issue includes several articles on culture. Our notes from Alicia Valdez address cross-cultural understanding needed to make effective home visits. Our children's page on creepy crawlies supports the need for all of us to strive to understand the habits of others and respect their needs for a safe home, food, security and family.

Our goal in human relations should be to become multicultural, to recognize and seek to accept and appreciate cultural differences as well as similarities.

The more familiar we are with different cultures, the easier it is to understand their rules. New Yorkers slip between cars to cross the street mid-block, while Californians wait at the crosswalk for traffic to stop for them. A Californian ignorant of the "culture" could wait all day at the crosswalk. A New Yorker could be badly hurt in California.

Nature has rules, too. Ignorance of the culture of the desert can be deadly. "Carry water wherever you go," is a frequent admonition to strangers in the desert. In a Mexican village, peering through doorways (which are left open) is a neighborly right, and the plaza at night is the place to be. Most of our cities' downtowns are abandoned at sunset, and nobody's door is left open.

The wonderful variety of life is reflected in these cultural differences. We don't need to smash bugs, and we don't need to convince everyone to be just like us. Let's enjoy the diversity and "to each his own!"

Sincerely,
Susan C. Morse

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Only two more issues!!!

If you are finding Visions, Smart Start/Listos useful, please contact your regional, state or federal director of Migrant Education, and ask that funding be continued for future issues.

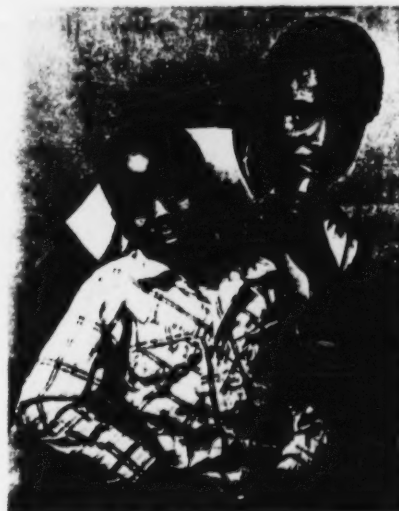


Photo by Elizabeth Boettger from Voice of the Harvest: Migrant Workers Poetry, Edited by Silvia Kelly, Foot-hills Publishing. Available from Boces Geneseo Migrant Center 1-800 245-5681. Proceeds benefit the Mattera Scholarship Fund for migrant youth. \$4.50.

SMART START

Teaching Research

We can teach young children scientific methods of research just by showing them how to discover things.

It is as important to learn **how** to learn, as it is to learn information, facts or figures. There is so much new information in this world of computers and worldwide communication, that no one can learn it all. In order for our children to be successful adults, they will need to learn how to keep on learning. One way to help your children is to show them how to find things out. Scientists call this research.

How do we find things out? There are many different kinds of research.

- We may **watch** (observation). When children are watching something (ie. clouds, a bug, someone cooking) ask them what they are seeing. Talk about it, compare what they see to other things they've seen. *The clouds today are different from yesterday. The clouds near the sun are pinker, aren't they?*

- We may **do** things (experience). Experiences add to our understanding of how the world works. Take your child with you as often as possible when you do things. Intelligence grows with a variety of experiences.

- We may try doing **different** things (experiment) Help your child try to do the same thing two different ways.

- We may **ask people** about their experiences, observations and

opinions (interviews). Encourage your children to ask family members to share experiences they have had.

- We may **look in books** or other written materials. Books have information. Help your child look something up in a book. Identify a bird or an animal they have seen.

- We may **discuss** what we find out with others (comparison).

We tend to think of research as looking things up in books. Books are good resources. They are written accounts of other people's research: experiences, experiments, interviews and opinions.

But children are natural scientists. They find original research much more satisfying. They like to find out for themselves. They like to see (observe) what happens when they mix colors of paint, add lemon to milk (experiment), play with water (experience), share with their friends (discuss/compare). And they love to ask questions (interview).

Often our role as adults may be to stand back and let children find things out (do their own research). If their research project will not make too much mess and will not harm the child or anyone else, then often it is the best way to let children learn.



Different Children

We are all, all of us, different from one another. And that's great. Things go along pretty well for most of us "different" people, but for some who are very different, it is another story.

A clumsy four year old may be teased, a slow child may be called a dummy by other children. The child who is slow of speech may be ignored.

As mothers and fathers, you are the first to sense that your child is not growing or learning as fast or in the same way as other children. What you do with that knowledge is critical. You may want to protect your child and hide her or him from others. You may say to yourself, "Oh, he'll grow out of it."

Accepting the possibility that your child might be exceptional is the first step to helping him or her. What can you do about it? The first thing to do is find out what assistance you can get for your child as soon as possible.

Call the school district where you live and let them know you have a child that may have Special Education needs. Tell them that you think your child would benefit from an early start. School districts can help. They are required to provide assis-

tance for children with special needs. There are services and programs for children newborn to three years old, to pre-kindergarten age.

Once your child is enrolled, try to spend as much time in the classroom as possible. Get to know the teacher and the other parents. Make a friend of the teacher. Let her or him know how much you care.

Look around; be aware of how the other children behave. Check out the differences. How does your boy or girl fit in? Talk to the teacher if you don't think your child belongs in that particular group. There may be a more suitable one next door.

Stay involved. You are now both parent and advocate for your child. To get the best, it is necessary to be both. You have taken the kind of action that will make certain your child will be helped. Differences that limit your child will be minimized and those that help the child succeed will be maximized.

-by Robert Backe

I
Love You

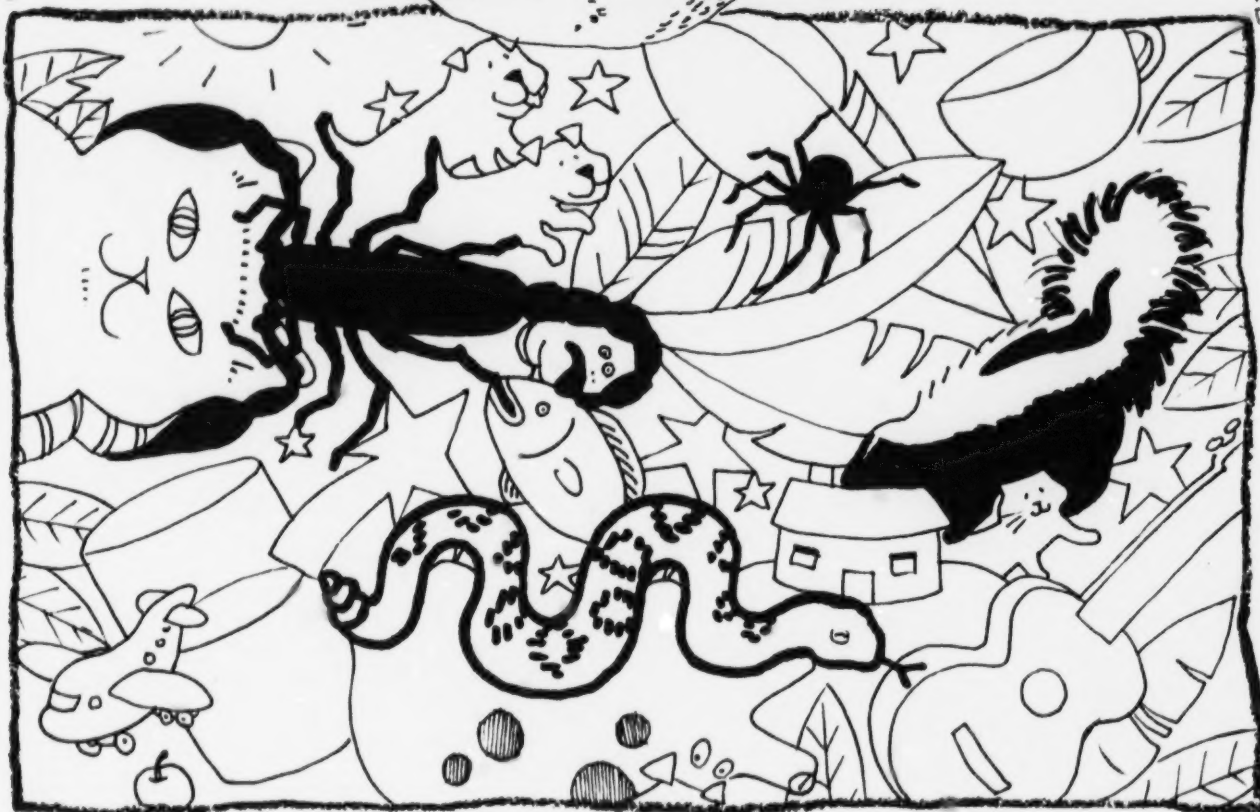


VIBORA DE CASCABEL · RATTLESNAKE · ESCORPION O ALACRAN · SCORPION · ZORRILLO O MOFETA · SKUNK · VIUDA NEGRA · BLACK

WIDOW SPIDER · VIBORA DE CASCABEL...

CREEPLY CRITTERS

Find the
"creepy
critters"
in the
picture



People and other living things have their own habits. If we learn to respect those habits, we can enjoy them without hurting them or being hurt by them. These pages show how some dangerous creatures live. What do you know about these animals? How can you prevent yourself from getting hurt and let them live?

La gente y otras seres tienen sus propios costumbres. Si aprendemos a respetar estos costumbres, podemos disfrutar estos seres sin hacerles daño. Estas páginas demuestran como viven algunas criaturas peligrosas. ¿Puede Ud. identificar sus costumbres? ¿Como puede Ud. prevenir daño a su mismo y dejar que estas criaturas siguen con sus vidas?

MOVE AWAY QUICKLY AND QUIETLY!
¡ALETATE RÁPIDO Y CALLADO!



VIBORA DE

They rattle their tails as a warning - then they bite!
Como advertencia mueven la cola - luego muerden!



CASCABEL - rattlesnake!



Les gustan el sol en la mañana

They like the sun in the morning and the shade in the afternoon...

BLACK WIDOW SPIDERS live in cool, dark places - in old sheds, under woodpiles...

Viven en lugares oscuros y frios, así como en un cobertizo viejo, montón de leña...

They're shiny and black.

son brillantes y negras.

black widow spider!

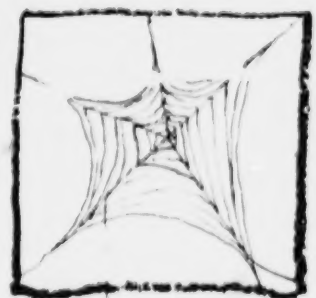
The bite of the BLACK WIDOW is very poisonous!

VIUDA NEGRA...

La mordida de una viuda negra es muy venenosa...

The webs have no pattern and the threads are very strong.

Las telarañas no tienen diseño son muy enmarañadas pero las hebras son muy fuertes!



This is the web of a non-poisonous garden spider.

Esta es la tela de una araña que no hace daño.

¡CON CUIDADO BE CAREFUL!

ALACRÁN

Los escorpiones son venenosos. Tienen un aguijón en la punta de la cola.

tip of the tail

The stinger is at the tip of the tail.



Sometimes scorpions fall from tile roofs

A veces caen de los techos de tejas...

Se esconden en lugares secos y oscuros. A veces trepan dentro de zapatos o cobijas...

SACUDE TUS ZAPATOS ANTES DE PONERTELOS. SI ESTAS EN UNA ZONA DE ALACRANES...

They hide in dry dark places - sometimes they crawl into shoes or blankets!

SO - SHAKE OUT YOUR SHOES - BEFORE PUTTING THEM ON - IF YOU ARE IN SCORPION COUNTRY!

... scorpion!



Sometimes dogs chase skunks and get sprayed in the face - poor dogs!

A veces perros los persiguen y se defienden rociándolos en la cara - pobres perros!

If you or your dog get sprayed by a skunk, wash with TOMATO JUICE!

Si tú o tu perro son rociados por un zorrillo, lavarse con JUGO DE TOMATE...

(ZORRILLO) - mofeta...

skunk!

They sleep during the day and come out at night.

Sometimes they live under houses...

Duermen durante el día y salen de noche. A veces viven debajo de casas.

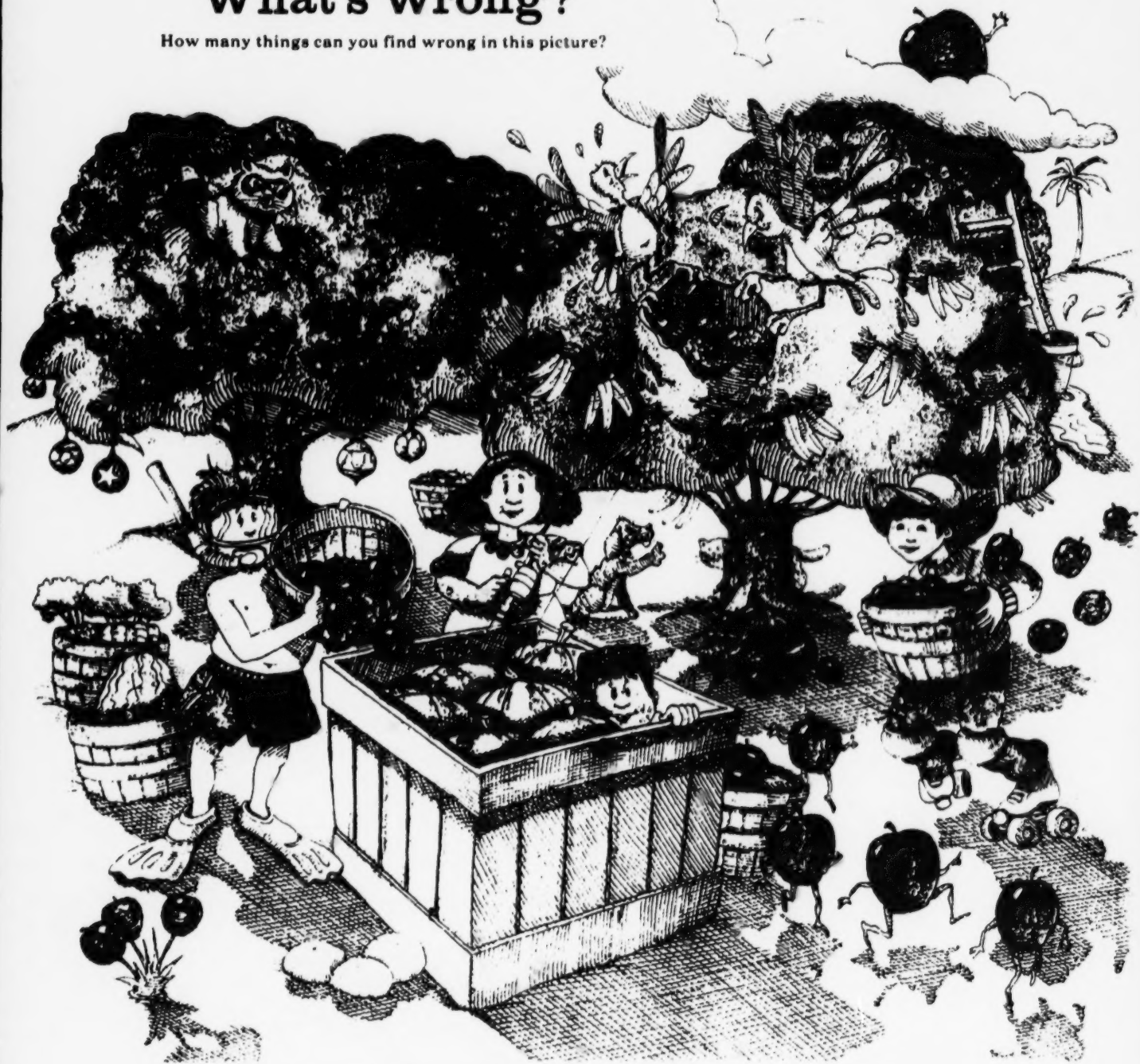
These animals are very shy - leave them alone!

DEJA LOS SOLOS



What's Wrong?

How many things can you find wrong in this picture?



¿Que hay de malo?

¿Cuántas cosas hay de malo en este dibujo?

from- Highlights for Children,, P.O. Box 182347,
Columbus, Ohio, 43218-2347, \$2.95/ issue, \$21.95/year
(English only) monthly

BEST COPY AVAILABLE

¡LISTOS!

Enseñando a Investigar

Nosotros podemos enseñar fácilmente a nuestros pequeños métodos de investigación científica para estimular en ellos interés en el descubrimiento del mundo nuestro.

Es más importante que los niños entienden **como** aprender, a que aprenden datos, números y información. Hay tanta nueva información en este mundo de computadoras y comunicación mundial, que uno no puede captar todo. Para que nuestros niños tengan éxito, ellos tienen que aprender como continuar aprendiendo. Una manera de ayudarles es mostrarles como descubrir el porqué de las cosas. Los científicos llaman a esto- **la investigación**.

¿Cómo descubrimos el por qué de algo? Hay muchos tipos de investigación.

- Podemos **mirar** (observar). Cuando los niños miran algo (por ejemplo las nubes, un insecto, a alguien cocinando) pregúnteles qué es lo que está pasando. Converse y compare con las otras cosas que ellos han visto. *Mire las nubes de hoy. ¿Como se ven diferentes de las de ayer?*

- Podemos **hacer** cosas (tener experiencias). Las experiencias aumentan nuestro conocimiento de como trabaja el mundo. Cuando Ud. salga de casa, lleve a sus niños con Ud. La inteligencia aumenta con una variedad de experiencias.

- Podemos **tratar** de hacer las cosas de modos **diferentes** (experimentar/ probar). Ayude a que su niño trate de

hacer algo de dos modos diferentes.

- Podemos hacerle **preguntas a la gente**. (sobre sus experiencias, observaciones y opiniones) Anime a sus niños a preguntarle a sus familiares a que les cuenten las experiencias que han tenido.

- Podemos **mirar** en los libros u otras fuentes escritas. Los libros tienen mucha información. Ayude a su niño a buscar algo en un libro. Identifiquen el pájaro, o animal que ellos han visto.

- Podemos **examinar** lo que encontramos (comparándolo) con lo que otras personas han encontrado.

Tenemos la tendencia de pensar que una investigación es buscar datos en los libros. Los libros son sólo informes por escrito de las investigaciones de otras personas: experiencias, experimentos, entrevistas y opiniones.

Los niños son científicos naturales. Para ellos el hacer una investigación original les da más satisfacción. Les gusta encontrar las cosas por sí mismos. Les gusta ver (observar) que pasa cuando ellos mezclan diferentes colores. ¿Qué pasa cuando se le agrega limón a la leche (experimentar), cuando se juega con agua (experiencia), cuando se conversa con amigos (examinar/ comparar)? Además a los niños les encanta hacer preguntas.

Muchas veces nuestro papel como adultos es el de dejar que los niños busquen el por qué de las cosas (que hagan su propia investigación). Si la investigación no va a producir desorden, y si no va a dañar al niño ni a nadie más, entonces lo mejor es dejar que los niños aprendan.



NIÑOS DIFERENTES

Todos nosotros somos diferentes unos de otros. Y eso es maravilloso. A la mayoría de nosotros nos va bien por nuestras diferencias. Pero para algunos que son muy diferentes del resto, es otro cuento.

Algunos se pueden burlar de un niño de cuatro años porque es torpe. Otros pueden llamar "tonto" o "estúpido" a un niño que es lento. Y a aquel niño que es lento para hablar muchas veces se le ignora.

Uds. como padres son los primeros en darse cuenta de que su niño no está creciendo o aprendiendo tan rápidamente o de la misma forma en que otros niños lo hacen. Su reacción a esto es crítico. Ud. tal vez desea proteger a su niño y opte por esconderlo de sus familiares o amistades. Puede que se diga a sí mismo, "Ya se le pasará." En el fondo desea que su niño **no sea tan diferente**.

El primer paso para ayudar a este niño es que Ud. acepte la posibilidad de que él o ella sea excepcional. El segundo es buscar una opinión profesional a ayudarlo lo más pronto posible.

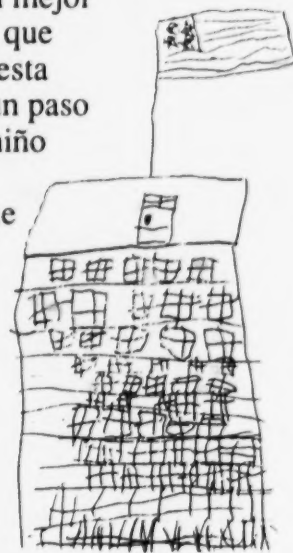
¿Qué puede hacer al respecto? El tercer paso es averiguar qué clase de ayuda hay para la educación de su niño. Llame al distrito escolar en donde Ud. vive y hágales saber que Ud. tiene un niño que posiblemente requiere educación especial. Al niño le ayudará empezar su educación lo antes posible. Los distritos

escolares pueden ayudarle, ya que se requiere que éstas ofrezcan educación para niños con necesidades especiales. Hay ciertos programas para recién nacidos hasta tres años de edad, y otros para niños de tres años hasta el pre-kindergarten.

Una vez que su niño sea inscrito en un programa, trate de pasar el mayor tiempo posible en la sala de clase. Conozca a la maestra y a los otros padres. Trate de hacer amistad con la maestra. Demuéstrele lo mucho que Ud. se interesa y preocupa por aprender. Observe a su alrededor; preste atención de como se comportan los otros niños. ¿Qué diferencias hay? ¿Es el comportamiento de su niño parecido al comportamiento del resto? Háblele a la maestra si Ud. cree que su niño no pertenece a ese grupo. Puede que haya otro más **apropiado** a las necesidades de su niño en la misma escuela. Manténgase involucrado. Ud. es ahora tanto el padre como el defensor de su niño. Para obtener el mejor servicio es necesario que Ud. sea ambos. Con esta acción Ud. ha dado un paso gigante para que su niño sea ayudado.

Las diferencias que limitan a su niño serán disminuídas y aquellas características y diferencias que ayudan a su niño serán aumentadas.

por Robert Backe



Priorities **for** **Early Childhood Education Services:**

—from *An Imperative for Action* - draft report on ECE Services for Migrant Children submitted to the National Association of State Directors of Migrant Education

The Family as Prime Client

The family must be identified as the primary institution to be supported, strengthened and enhanced through supplementary early childhood educational services of the Migrant Education program.

Parenting education should maximize the effectiveness of the parent role. This approach must support and strengthen family unity, cultural identity and well-being.

Appropriate Programs and Curriculum

Instructional models and curriculum must be provided in the family's home language, must reflect the culture, and be developmentally appropriate. All program models (home-based, site-based, or advocacy) must be responsive to family needs.

Grade Retention

The elimination of grade retention, kindergarten exclusion, and transition grades is essential to the successful graduation of migrant children from school.

Advocacy: Restructuring the Schools

Advocacy is needed for culturally, developmentally, and linguistically appropriate early childhood educational programs for children 0-8 years old. Implementation of appropriate curriculum and teaching methods can dramatically impact migrant student success.

Coordination

Increased coordination nationally, within states, and among agencies at all levels will maximize the services available to migrant preschoolers.

Training

Staff development for preschool programs and primary grades should include developmentally appropriate practices (DAP), language acquisition training and cultural sensitivity. Institutions of higher education need to improve the preparation of teachers to serve migrant preschool children.

Identification and Recruitment (ID&R)

Preschool-aged migrant children are presently significantly under-identified in relation to children of other ages. Increased recruitment is needed.

Funding

More funds should be directed to the Migrant Education Program. Its success and flexibility in meeting the needs of a population which is difficult to serve has made the program a beacon for educational innovation and reform. Education is the most cost-effective investment we can make in America.

---by Susan C. Morse

Have you read it yet?

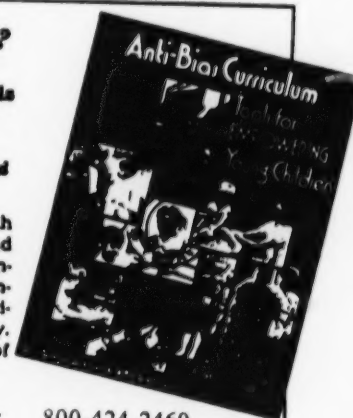
Anti-Bias Curriculum: Tools for Empowering Young Children

by Louise Derman-Sparks and the A.B.C. Task Force

This easy-to-read book is filled with suggestions that help staff and children respect each other as individuals by confronting, transcending, and eliminating barriers based on race, sex, or ability. Make antibias activities part of your classroom life.

NAEYC order #242 \$7

Phone: 800-424-2460



Cultural Fine Tuning, cont. from p. 1

panic culture, conversations go in circles, or actually in spirals, gradually leading to the point. Often, there is a fable or moral to the story. Patiently find your way into the circle in order to get your point across rather than charging across it.

Confidant: The home visit provides migrant parents a time for sharing and sometimes for confidences. You will need to be a caring listener, and to assure them of your confidentiality. Leave them with the feeling that they have strengths and can solve problems, and keep their confidences.

Messenger: Parents are often frustrated and angry at the system. To them, you are the messenger and appear to have the control that they feel they lack. Don't be defensive. The best defense is no defense. "Lo siento mucho." Offer a resource if you have one. "Aqui hay un número de teléfono..."

Attitude: We all make mistakes. If you do, it's OK; just learn from it. Have the ability to take

criticism and to laugh at yourself. It relieves tension. Enjoy yourself and the fine people you are visiting.

Points to remember:

- 1- Respect the dignity of the people you visit.
- 2- Show care, concern and trust for people.
- 3- Be ready to share something about your self that shows you are both trusting and trustworthy.
- 4- Express the purpose of the visit after greetings and chat.
- 5- Be a good listener. Know when to change from casual to the point of your visit. (Tune your station when necessary.)
- 6- Always be willing to give information (refer to others, if you do not have the answer). Teach families how to access information themselves.
- 7- Share truthful information about what can and cannot be done. Don't overpromise, withhold information, or lecture.

FOR ADDITIONAL INFORMATION OR COPIES OF VISIONS, PLEASE WRITE OR CALL
THE NATIONAL PRESCHOOL COORDINATION PROJECT OFFICE AT (619) 497-2116



NATIONAL PRESCHOOL COORDINATION PROJECT
1527 West Lewis Street
San Diego, CA 92103

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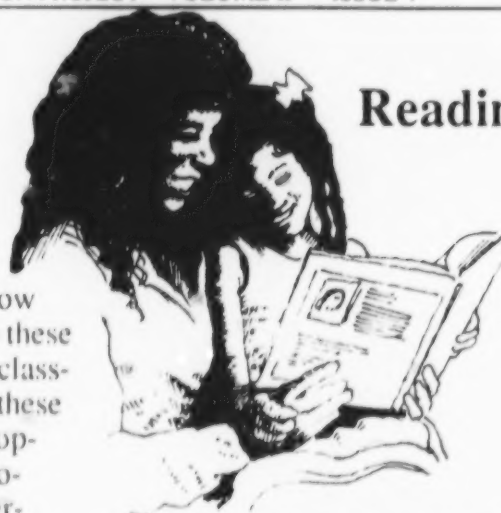


VISIONS

THE NEWSLETTER OF THE PRESCHOOL COORDINATION PROJECT VOLUME II • ISSUE 4

Developmentally Appropriate Kindergarten

Reading



Developmentally appropriate practices are teaching methods which promote learning through a wide variety of learning styles including learning through experiences and using manipulatives. Curriculum is designed to reflect the interests and abilities of the children. Programs include cooperative learning and are paced in a way responsive to the developmental propensity of children to move, stay still, talk, wiggle, sing, laugh and play.

Early childhood, for educational purposes, is defined by most in the field as extending from ages 0 to 8. Advocates for developmentally appropriate early childhood education programs believe that the most successful educational model for the child is to be able to learn in a developmentally appropriate environment from preschool through (at least) second grade.

When teachers in the primary grades bemoan the wide gaps in learning between migrant children and others in

their classrooms, we know that it is the structure in these conventional academic classrooms that exacerbates these gaps. Teachers of developmentally appropriate programs say that the differences among children become minimized or inconsequential in their classrooms. Why?

Developmentally appropriate classrooms offer learning which is open ended. Activities promote experiences from which children can draw sophisticated conclusions involving higher level thinking skills, if they are developmentally ready to do so, or they may integrate learning unconsciously and experientially based on touch, feel, and observation. For example, a child playing with toys and water may learn relationships among geometric shapes, quantities, size, color, texture, volume and behaviors that will enhance future lessons in geometry, math, art, biology and even calculus.

(continued page three)

Reading is the focus of Smart Start/ Listos and the Family pages this issue. During early childhood, we encourage the development of a love for reading and awareness of books as sources of information, as well as food for the imagination.

Books can carry us around the world and into other worlds. They can expand the limits of our environment. They help us understand and empathize with others and they offer us hope and aspirations. For many people, books have provided links to history, culture, education, and to the future.

A story is included this time, so each child can have one of her/his own. We also include the good advice for parents from Reading is Fundamental (R.I.F.). We encourage educators to be familiar with R.I.F. and to speak out for expansion of its funding.

KC 019279

DEAR EDUCATORS:

This is the fourth of the five issues of *Visions* funded under the contract amendment provided to us through the Central Stream Program Coordination Center. We are presently distributing over 18,000 issues of *Visions*, including Start Start/ Listos and the Family Activity pages.

We have heard from some of you about how valuable *Visions* has been. We have heard from others that you are reproducing it and using articles in other publications. If you would like to see *Visions* continued, you can help by sharing more of this information with us and others. It would help to know how you like *Visions*, how you use it, and if you reproduce all or parts of it. Also (just in case we do find funding) we would like to know what additions, improvements and what additional services we might be able to provide that would help you more effectively serve preschool aged migrant children, their families, and staff that work with them.

We really do not consider *Visions* to be a newsletter. We have worked hard to make it timely, but not dated, it does not provide news. It provides training materials as well as information and activities that can be used directly with parents and young children. For this reason old issues are still of value for use with children, families and staff that have not previously used them. We encourage you to order back issues from the Program Coordination Center serving your state. And we encourage you to tell others who might provide funding, how you feel about the publication. We thank you for your enthusiastic response to our services, and your help in making both our publications and our services effective.

Special acknowledgement to the Interstate Coordination Committee for their enthusiastic support and their expertise, and thanks to the State Directors of Migrant Education who permitted their participation in this project.

Sincerely,

Susan C. Morse

For further information or additional copies, please write or call

National Preschool Coordination Project

1527 West Lewis Street
San Diego CA 92103
(619) 497-2116

A Migrant Education Interstate Coordination Project. Funded by the U.S. Department of Education, Migrant Education. Administered by the California State Department of Education, in cooperation with San Diego County Office of Education, 6401 Linda Vista Rd., San Diego CA 92111

Susan Morse, Director
Valerie Quandt, Staff
Ann Miya, Graphic Artist

The NPCP is funded to promote interstate coordination and cooperation in the provision of services to migrant children.

Interstate Coordination Committee

Arizona-	Marion Herrera
Illinois-	Anita Lewis
Louisiana-	Shirley Holder
New York-	Dorothy Yank
Pennsylvania-	Lori Grim
Utah-	Charlene Pierce
Virginia-	Pamela Wrigley
Washington-	Mary Carr
California-	Tom Lugo
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Region 9	Sonia Duffoo
	Irma Amezcua
	Carol Phillis
Region 10	Concha Mora
	Belia Reveles

¡LISTOS!

Como ayudar a que sus niños sean buenos lectores

READING IS FUNDAMENTAL®



Cuando usted abre un libro con sus niños, está abriendo el mundo para ellos.

Los hace curiosos y les da animo para aprender más. Les facilita el éxito en la escuela para que algún día encuentren un buen trabajo. Y lo mejor de todo es que ustedes se divierten juntos en familia.

Aquí se presentan algunas ideas para atraer la atención de sus niños hacia los libros y ayudarles a desarrollar sus habilidades, lo que les va a impulsar en el camino hacia la lectura y todos sus beneficios.



1. Hable con sus niños al jugar, al ir de compras y al hacer los trabajos de la casa. Escuche con interés a sus niños y haga preguntas. El hablar con sus niños les ayuda a aprender como manejar el idioma.

2. Lea en voz alta a sus niños. Procure leerles cada día a la misma hora, por ejemplo, a la hora de acostarse. Deje que sus niños escojan la lectura. Léales en español o en inglés, lo importante es leer.

3. Deje que sus niños le vean leyendo. Esta es la mejor manera de mostrarles que usted valora la lectura y que también disfruta de ella.

4. Anime a los hermanos mayores que lean a los más pequeños. Esta es una manera para que los hermanos mayores muestren sus habilidades. Así, los menores aspirarán algún día a leer como los mayores.



5. Visiten la biblioteca juntos. Pídale al bibliotecario que les ayude a encontrar sus libros favoritos. Los empleados de la biblioteca están dispuestos a ayudarles. Asegúrense de tener un carné de la biblioteca.



7. Mantenga libros, revistas y periódicos en casa para que siempre tengan algo que leer. Lean también en voz alta otras cosas que están a su alrededor. Por ejemplo, mientras pasean por la calle, lean las señales de tránsito y los

rótulos. Y en casa, lean tarjetas y postales de familiares que se encuentren lejos del hogar



9. Practique rimas, poesías y canciones. Las rimas son fáciles de recordar, así que los niños pequeños pueden recitarlas con los demás miembros de la familia sin dificultad. Las rimas también les ayudan a aprender como suenan las letras.

10. Cuente historias de su familia e historias favoritas de su niñez. Anime a los abuelos y otros familiares para que también les cuenten historias. La narración es una buena manera de transmitir su tradición.

6. Dé libros a sus niños sobre temas que les interesen. ¿Les gustan los animales, los deportes o la magia? Sorpréndalos con algún libro o revista sobre su tema favorito.



8. Lleve a sus niños a lugares distintos. Llévelos al parque, a un desfile, o a pasear. Los niños aprenden de lo que les rodea, de lo que ven y hacen. Infórmese y participe de actividades que ofrecen su iglesia y comunidad.



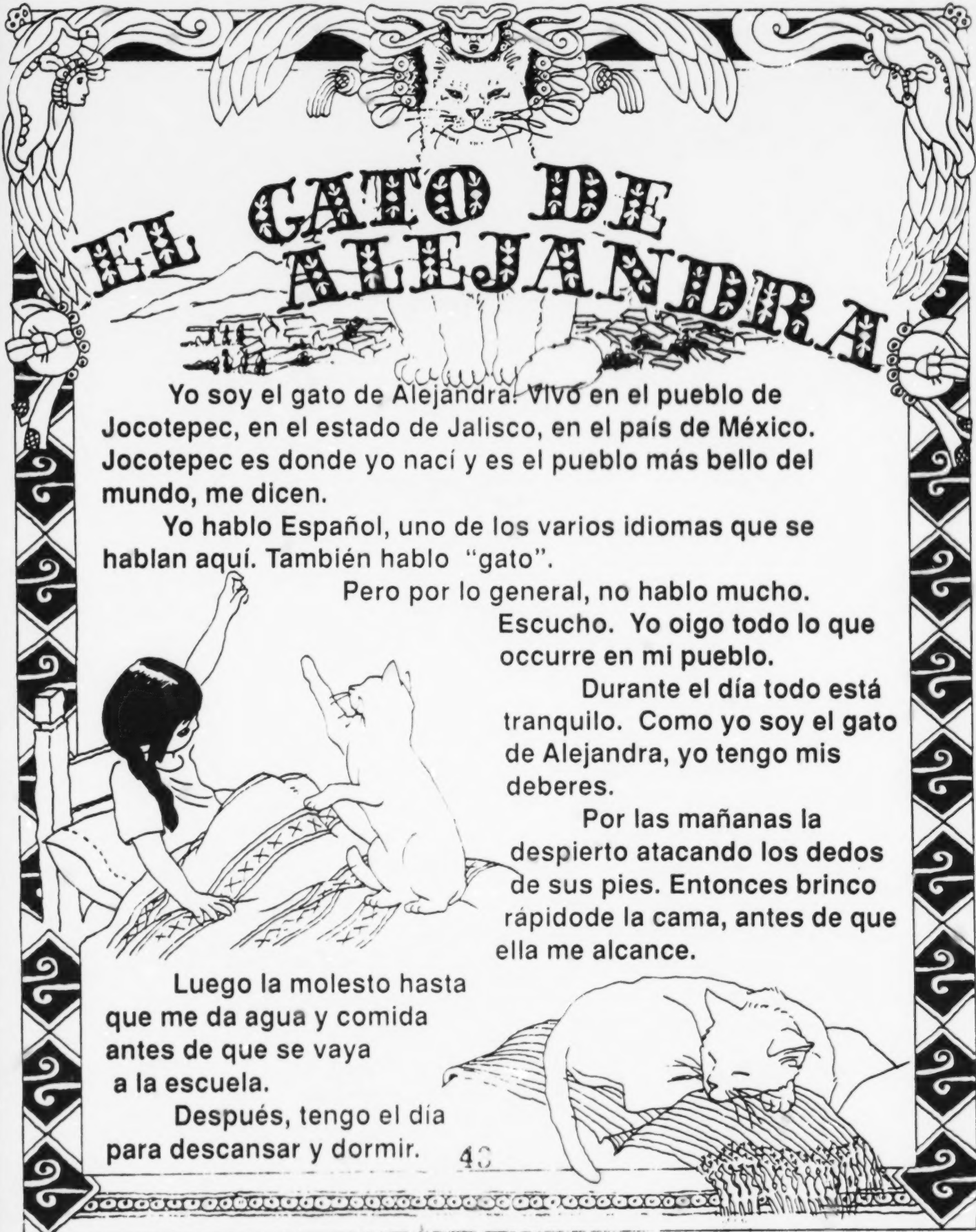
Reading Is Fundamental—RIF—es una organización nacional, sin fines de lucro, que ha trabajado con miles de grupos locales desde 1966 para promover la lectura entre los jóvenes americanos. Esta serie de folletos dirigidos a los padres fue hecha para ayudarles a promover la lectura en casa.

Para mayor información, escriba a:
RIF
P.O. Box 23444
Washington, D.C. 20026

La publicación de **COMO AYUDAR A QUE SUS NIÑOS SEAN BUENOS LECTORES** ha sido posible gracias a la Fundación John D. and Catherine T. MacArthur.

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EL GATO DE ALEJANDRA

Yo soy el gato de Alejandra. Vivo en el pueblo de Jocotepec, en el estado de Jalisco, en el país de México. Jocotepec es donde yo nací y es el pueblo más bello del mundo, me dicen.

Yo hablo Español, uno de los varios idiomas que se hablan aquí. También hablo "gato".

Pero por lo general, no hablo mucho.

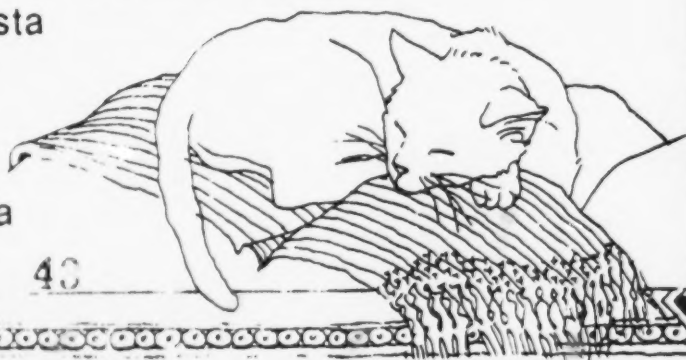
Escucho. Yo oigo todo lo que ocurre en mi pueblo.

Durante el día todo está tranquilo. Como yo soy el gato de Alejandra, yo tengo mis deberes.

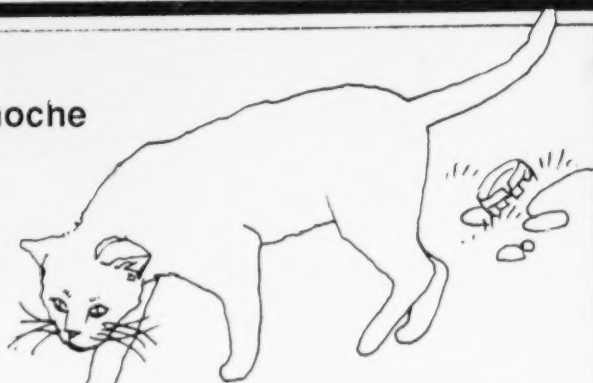
Por las mañanas la despierto atacando los dedos de sus pies. Entonces brinco rápido de la cama, antes de que ella me alcance.

Luego la molesto hasta que me da agua y comida antes de que se vaya a la escuela.

Después, tengo el día para descansar y dormir.



Yo necesito dormir porque en la noche tengo que estar alerta. Durante el día yo parezco que soy un gato flojo, pero por la noche soy el guardián de la familia.



Cuando Alejandra regresa a casa de la escuela, ella juega

conmigo en el

jardín. Después a la puesta del sol, yo me siento en el muro que rodea la casa y el jardín. Veo que las gallinas

regresan al gallinero. Junto con su abuela, Alejandra las alimenta a las

gallinas y a los conejos. Yo las ayudo.

Todos nosotros, los animales, nos

llevamos muy bien.



Alejandra le ayuda a su mamá en la cocina. Luego los hombres llegan de su trabajo y se lavan.

Mientras que la familia come, yo veo como vuelan los pájaros hacia sus árboles

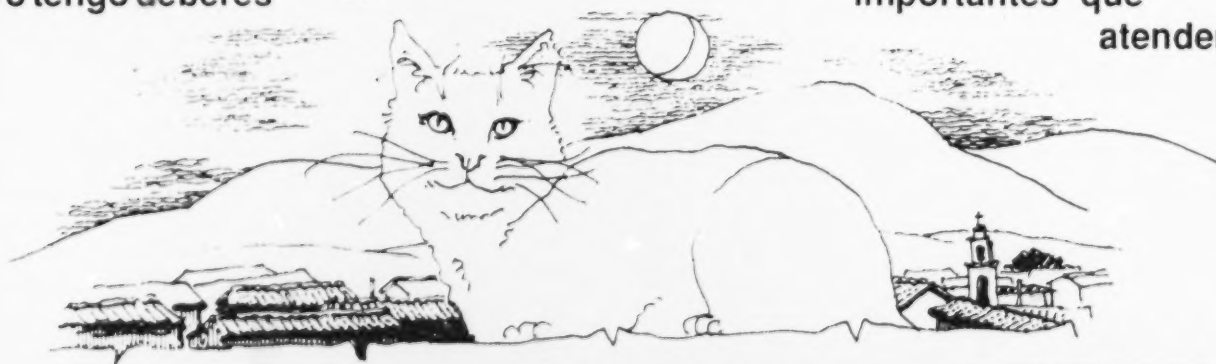
después de un día al lago cercano.

Al rato voy a la cocina para ver si hay comida que sobre.



A la hora de dormir, me echo en la cama de Alejandra a escuchar las canciones de su mamá. Allí me quedo pretendiendo que me voy a quedar la noche. Pero en cuanto oigo la respiración profunda de Alejandra, sé que está dormida, y me levanto. Yo tengo deberes

importantes que atender.





ALEJANDRA'S CAT

I am Alejandra's cat. I live in Jocotepec, in the state of Jalisco, in Mexico. Jocotepec is the tiny village where I was born. Jalisco is our state, the most beautiful in Mexico, they tell me. And Mexico is my country.

I speak Spanish, one of the many languages spoken here.

I also speak "cat".

But usually I don't say much. I listen. I hear everything that goes on in my village.

In the daytime everything is pretty quiet. Since I am Alejandra's cat, I have my duties.

I wake her in the morning by attacking her toes, and then jump off the bed before she pounces on me.

I bother her until she is up, dressed and off to school.

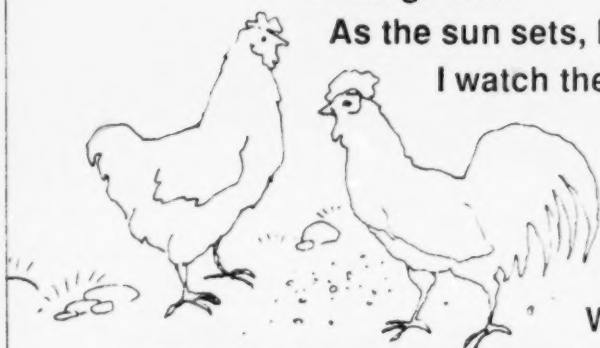
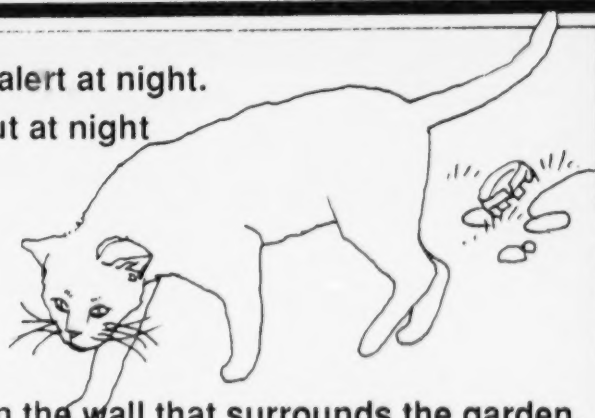
I make sure she remembers my water and food before she leaves.

Then, I have all day to sleep.



I need my sleep because I must be alert at night.
In the day I am Alejandra's "lazy" cat. But at night
I am the guardian of the family,
the "watchcat."

When Alejandra comes home
after school, she plays with me
in the garden.



As the sun sets, I sit on the wall that surrounds the garden.

I watch the chickens find their way to their perches.

If one tries to hide in the bushes,

I pretend that I am stalking it.

Together Alejandra's grandmother and
I feed the chickens and the rabbits.

We animals get along pretty well.

Alejandra helps her mother in the kitchen.
Her dad comes home and washes up.

After the family eats,
I stop by the kitchen
for leftovers.



At bedtime I lie at Alejandra's feet listening to
her mother's songs. I stay until I hear Alejandra's
even breathing. I'd stay all night,
but I have important duties.

Up to the rooftop I go in quick soft bounds.

From there I can see everything. Other cats are also on duty. The dogs
come out. We know them, but we are careful. They can be dangerous, in
packs if they decide to play "chase the cat."

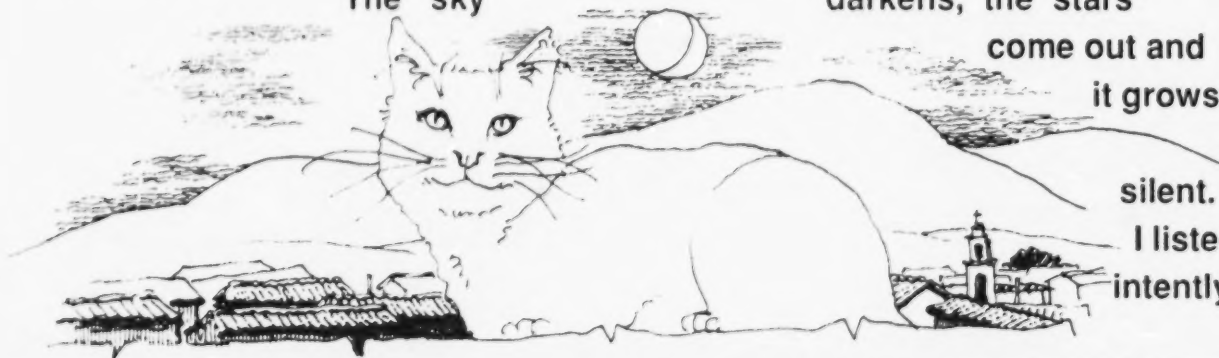
The sky

darkens, the stars

come out and
it grows

silent.

I listen
intently.



A scratching sound
sets my fur on end.
I leap off the roof and
enter the house, softly.
Ahh! I try not to shudder.



It is what I feared.
A scorpion has fallen
from the roof tiles into Alejandra's room.
He is on the cold tile floor, but if I do not stop
him, he will look for a warm dry place to sleep ,
like Alejandra's shoes,
or worse, her bed.

I must be fast and sure.
The scorpion could be deadly.
I must toss him before he
stings me.



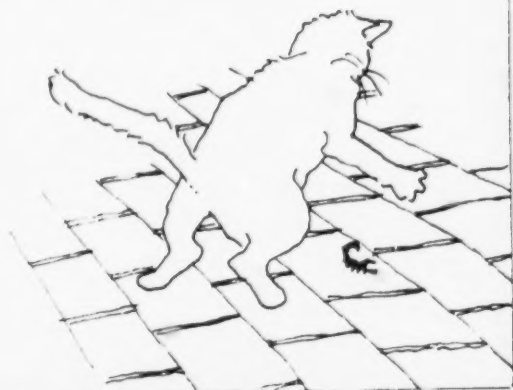
He sees me.
His tail curls up over his head.
I prepare to attack.
I lunge, but I stay clear of the stinger.

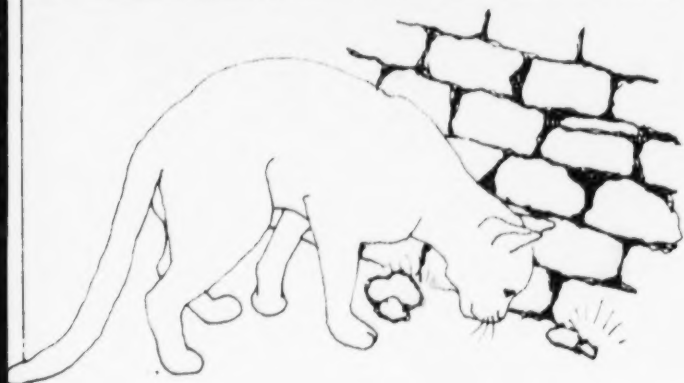
He backs away.

I am big and puffy in my excitement.
He is afraid of me.

He runs toward the door. Good, he
heads through the patio, and to the
garden. I keep my distance,
but I watch where he goes --
-- into a hole in the adobe wall.

He won't bother anyone and I won't
bother him if he stays there.





Now
everyone is up.
Gates open.
Noisy metal shop doors are
rolling up.



I hear goats, and cows noisily going to the
fields.

People are talking
and cooking.

It's time for breakfast.

I jump down and go wake up Alejandra.



Her toes wiggle. She is awake,
but I pounce anyway.
Opps, she catches me!!!
She gives me warm hug.
Another day begins...



*Copyright @ 1992 Susan Morse, Ann Miya
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Me subo al tejado en unos cuantos brincos. Es más alto que los muros del jardín. Desde allí puedo ver todo.

Hay otros gatos en sus puestos también. Hay mucho que hacer. Los perros salen. No s

cuidamos de ellos.

A veces se divierten persiguiendo a los gatos.



El cielo se oscurece y las estrellas salen. Aumenta el silencio. Escucho atentamente. ¡Y sí, escucho algo, algo que razguña! Se me paran los pelos y toda la piel. Doy un brinco del techo al muro y del muro al jardín y entro a la casa muy calladito. No quiero asustar a mi presa.

¡Ahh! Tal como lo pensaba.

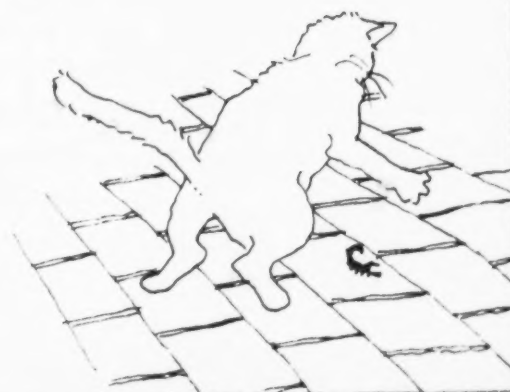
Trato de no temblar, pero es lo que temía. Un alacrán ha caído de los ladrillos del tejado a la recámara de Alejandra.

Por ahorita está en el piso frío, pero si no lo detengo, va a buscar un lugar más calentito para dormir, como los zapatos de Alejandra, o peor, su cama.

Debo ser rápido y seguro de mí mismo.

El alacrán es venenoso y puede matarme. Debo de aventarlo y atontarlo antes de que él me pique a mí. El alacrán me vé. Enchina la cola sobre la cabeza. Me avento hacia él, pero él se hace para atrás.

Yo soy grande y como mi pelaje se herizó con la emoción me veo más grande aún.





no lo molestaré a él.

Oigo el quiquiriquí del gallo. Faltan pocas horas para que amanezca. Creo que cada gallo trata de ser el primero que canta.

Ahora oigo a los burros rebuznando. Sus rebuznos largos y tristes parecen como una vaca ronca con hipo. ¡¡ Honn---ha, honn-----ha..... !!!



Primero muy bajito y luego muy alto.

Ahora todos se levantan.

Se abren los portones de metal de las tiendas. Chivos y vacas conversan durante su viaje hacia los campos. Se escucha plática, y se está cocinando. Ya es hora de desayunar.

Yo brinco a la cama para despertar a Alejandra. Ya despertó. Los dedos de sus pies se enchinan, pero yo los ataco de todos modos. Ella me agarra y me da un abrazo.

Comienza otro día....



de Susana Morse y Ann Miya,

Este cuento no es traducción exacta del inglés. Favor de no copiar para usos comerciales.

SMART START

Helping your children become readers



When you open a book with your children, you are opening the world for them.

You are making them think and wonder, and want to know more. You are helping them to do well in school, and someday find a good job. Best of all, you are enjoying time together as a family.

Here are ways to interest your little ones in books, and help them learn skills that will lead to reading.



1. Talk with your children as you play, go shopping, or work around the house. Listen to what they say. Ask questions. When you talk to your children, you are helping them learn to use words.

2. Read to your children. Try to read to them at the same time every day. Bedtime or before a nap is a good time. Let them choose the story.

3. Let your children see you read. That is the best way to show them that you think reading is important, and that you enjoy it, too.

4. Ask older children to read to younger ones. The older children will be proud of their skills. The younger children will want to read like their older brothers, sisters, or friends.



5. Go to the library together. Ask a librarian for help in finding books your children will enjoy. If you don't have a library card, ask for one. With a card, your family can borrow books.



6. Give your children books about their special interests. Do they like animals, sports, or magic? Surprise them with books or magazines about their favorite interests or activities.

- 7.** Keep books, magazines, and newspapers around your home so you and your children will always have something to read. Read aloud other things you see during the day. Read street signs, milk cartons, cereal boxes, and signs in store windows.



- 8.** Plan outings for your children. Children learn from what they see and do. Take them to a park or a parade, or just out for a walk. Church and community groups also plan trips that your family might want to go on.

- 9.** Say rhymes, raps, and poetry, and sing songs. Rhymes and songs are easy for kids to remember, so they can say them and sing them along with the rest of the family. Rhymes also help them learn letter sounds.

- 10.** Tell stories about your family, and stories you enjoyed hearing when you were a child. Ask grandparents and other family members to tell stories, too. Write down some of these stories, and also ones your children tell. Save them to read aloud at another time.



Reading Is Fundamental—RIF—is a national non-profit organization that gets children to read. Founded in 1966, RIF works through local programs in thousands of communities throughout the U.S. RIF's series of Parent Guide brochures is designed to help parents encourage reading in the home.

For more information, write to:
RIF
P.O. Box 23444
Washington, D.C. 20026

Publication of *HELPING YOUR CHILDREN BECOME READERS* is made possible by a grant from the John D. and Catherine T. MacArthur Foundation

Reading Is Fundamental, RIF, and the unique design showing an open book with a smiling face on it and Reading Is Fundamental underneath are all registered service marks of Reading Is Fundamental, Inc. All rights reserved

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Developmentally Appropriate Kindergarten

- continued-

Because learning is open-ended, it is often difficult to measure. Indications are that children in developmentally appropriate classrooms equal or exceed the academic performance of their peers in traditional classrooms by third grade. Many learn to read faster, less painfully, and develop better comprehension and interest in reading.

The greatest benefit of the program for migrant children, however, is undoubtedly the lack of early grouping, labeling and consequent lowered teacher expectations. Early "failures" experienced by students confronted with inappropriate material in academic classrooms affect teachers and students. Thus a self-fulfilling prophecy of failure is created which may endure throughout the child's school career. Often, attributes that migrant children bring to school, that are not valued in academic classrooms, are valued and enhanced in a more developmentally appropriate setting.

An added benefit to developmentally appropriate classrooms is that they eliminate the conditions which compel teachers to feel they should retain children.

An approach being piloted in many schools is the combi-



nation K-2 classroom, which allows children in the 5 to 8 age range to mix and learn in an environment which is more likely to offer learning in a way and at a time that they are ready for it.

This approach allows children, at a variety of stages of development, to learn. Children who are gifted, slow, or just vary in their growth and development will all learn and extend their competence.

In the Douglas County Schools in Highland Ranch, Colorado, Liz Grams, Cheryl Dunkle and Linda Adams have been instrumental in implementing developmentally appropriate kindergartens throughout the district. They are following the guidelines of the National Association for the Education of Young Children. Some notes from their presentation at the National Conference of the NAEYC:

• Classrooms are organized

with many centers. Curriculum is planned around themes which change throughout the year. Children have free choice, they can play, but they may have to do one of a choice of things sometime during the day, and they may have to visit all the centers within the theme period (several weeks).

• *Friday is big activity day instead of centers, allowing the whole group to focus on a project (food, art)*

• *There was, of course, resistance to change, although the planning process was thorough. Teachers were concerned about the center approach. They thought they would have poor classroom management if they allowed children to play. They found the opposite, that when children are doing things that are appropriate (at which they can be successful), they are more orderly than when they are trying to do things at which they cannot succeed.*

• *There is no grade retention. There is instead a lot of communication. Teachers, support staff and principal work closely with the teachers to resolve issues with kids.*

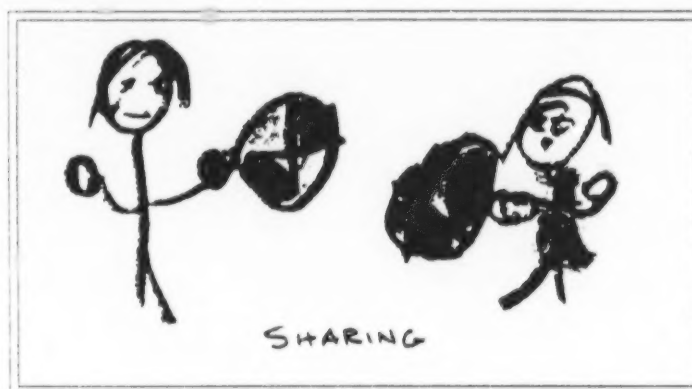
Parents are so pleased with the program that it has become an attractor for the school district and for the community. People call the Chamber of Commerce and want to move into this county because of the program.

Presently the program is being extended into first and second grades.

Sharing Time: Two Views

A Parent's view: The school should strengthen the bond between home and school and make the curriculum relevant to the children by encouraging sharing from home. The interests reflected in the children's sharing can provide content for classroom discussion and curriculum development.

In addition young children (2, 3 & 4 year olds) are supported emotionally by being allowed to carry something from the world of home to the world of school. This strengthens the connection and interrelatedness between the two worlds.



A Teacher's view: When things are brought from home into the circle time on a regular basis they distract from children listening to one another as the focus of the group. Sharing can also introduce the possibility of competition and one-upsmanship. Bringing in

fancy toys may become an attention getting device for some children, and may leave others feeling inadequate. Sharing can be a regular daily topic of conversation without the aid of things. This helps children to develop language skills to describe things and experiences.

FOR ADDITIONAL INFORMATION OR COPIES OF VISIONS, Please call or write THE NATIONAL PRESCHOOL COORDINATION PROJECT, or the MIGRANT EDUCATION PROGRAM COORDINATION CENTER SERVING YOUR AREA. They are: Eastern States-ESCORT 1- 800-451-8058, Central- CSPCC 1- 800-338-4118, Western- WSPCC 1- 800-234-4330.



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San Diego, CA 92103

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IN COOPERATION WITH: SAN DIEGO COUNTY OFFICE OF EDUCATION, 6401 LINDA VISTA ROAD, SAN DIEGO, CA 92111, MIGRANT EDUCATION,
REGION IX, SONIA DUFFOO, DIRECTOR



VISIONS

THE NEWSLETTER OF THE PRESCHOOL COORDINATION PROJECT VOLUME II • ISSUE 5

Expectations for Migrant Children and Youth

*--from Rethinking Migrant Education,
A Response to the National Education Goals*

Migrant children should enter first grade fully prepared to learn and schools should be fully prepared to help them learn. The cultural and language diversity represented by migrant students should be used positively and creatively within schools and communities.

WHAT WE KNOW

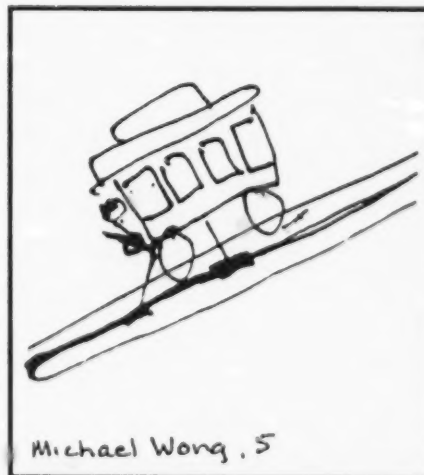
We know that children grow and learn from the moment they are born. The first five years of life are a crucial period of human development. In these early years children acquire the fundamental building blocks of physical, emotional, social, and intellectual development. A child's earliest experiences can provide a solid foundation for later physical, health, and emotional well-being, loving human relationships, and productive achievement.

We know that a child's experiences during these years significantly affect later school success. Documented practices indicate that children whose

basic needs for health care, adequate nutrition, a safe environment, loving caregivers, and appropriate developmental stimulation are met, are more likely to complete high school, attend college, and secure jobs.

A growing body of research in child development and medicine has increased our knowledge of how to prevent damage to young children and how to give them a healthy and secure start in life. Prenatal care, adequate nutrition, immunizations, appropriate health care and supervision, safe shelter,

(continued on last page)



DEATH, AIDS, and a PARAKEET

It all happened in one summer, the summer she turned six. My daughter learned about AIDS from a television program that had looked innocent enough when I left her watching it. She asked me to explain the disease during our nightly bed talks. "Its a disease that gets in your blood and kills the defense system (we had discussed how the defense system caused the bump around a mosquito bite, by surrounding the poison to keep it from spreading.) The disease is spread by mating or by getting infected blood in you." I explained how needles (injections) spread the germs, but quickly had to explain that the needles used for her school vaccinations were new, clean, and were thrown away after use.

The questions came up several different nights. I explained about other diseases, from chicken pox to plagues, and about the hope of finding cures.

Next came a death. She was helpful and mature during the terminal illness of our

(continued on third page)

RC 019213

DEAR EDUCATOR:

Marian Wright Edelman has been an advocate for young children for nearly 30 years. She is now President of the Children's Defense Fund, which she founded in 1973. CDF is considered to be the primary children's rights organization in the country. It has become the voice for social change for children suffering from poverty, homelessness, racism, drug addiction, malnutrition, insufficient schooling and all the other conditions which stifle a child's hope of participating in the American Dream.

Marian tells of an incident in which a heckler informed speaker Sojourner Truth, a slave who could neither read nor write, that he cared no more for her anti-slavery talk "than for an old fleabite." "Maybe not," the woman replied, "but the Lord willing, I'll keep you scratching." Marian has kept America scratching and says she intends to continue "until it is un-American for any child to grow up poor, without adequate child care, health care, food, shelter, education, and without safety from neglect, abuse and violence.

Marian Wright Edelman gave the 1992 Commencement Address to Sidwell Friends School students in Washington, D.C. Her remarks are so inspirational that we have shared some in this issue. I believe we can all support her goal: to build an America that leaves no child behind.

Sincerely,

Susan C. Morse

For further information, please write or call:

Susan C. Morse, Editor
National Preschool Coordination Project,
Migrant Education Region 16
Monterey County Office of Education
901 Blanco Circle,
Salinas, CA 93901
(408) 755-6401

This Interstate Coordination Project was funded by the U.S. Department of Education, Migrant Education, administered by the California State Department of Education, in cooperation with San Diego County Office of Education, 6401 Linda Vista Rd., San Diego CA 92111. Materials from the NPCP are available from the Program Coordination Centers and ERIC, see p. 4

This is the last issue of Visions. Thanks to all staff who helped make it possible:

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the support of San Diego County Office of Education staff and the Interstate Coordination Committee.

Remember the first day...?

Teacher's memories of their first school experiences from presentation on early childhood education CA State Conf. by Susan Morse.

I remember...

*...the smell and bright colors of finger paint.

*...the smell of my teacher...

*...the smell and trees and the look of the porch on which we played outdoors.

*...the way the teacher stooped down, smiled and talked to me on the first day.

*...when I snuck to school on the school bus one year before I was old enough and they let me stay. But my mother was mad.

*...the rain, the sound of it.

*I remember my grandfather teaching me, I didn't go to kindergarten.

*I remember being hit for singing at the wrong time (I thought we were going to sing everything at school).

How can we improve on the memories of the children we now teach, and how can we assure that their memories will be as delightful as some of these?

SMART START

Gifted?

What does it mean to be gifted and what difference does it make?

All children are special to their parents and depending on their skills, their motivation and the will of God, any child may make a valuable contribution to humanity. Children with special abilities may offer some talents that could enrich society. Children who are identified as gifted by the public school system are also entitled to some special services.

It is possible that your child could be considered gifted if he/she has outstanding abilities in any of the following areas:

- visual and performing arts
 - drawing, color, dance, music or drama
 - good rhythm, remembers melodies,
 - likes dramatic play
- outstanding leadership and social awareness
 - leads others
 - is self confident
 - can persuade others to do things
- high general intelligence
 - craves knowledge
 - high vocabulary
 - varied interests
 - likes to organize things
 - takes on lots of projects
 - keen observer
- specific ability in a certain content area

- a passion for some subjects
- can remember a lot of details
- highly motivated to learn

- creativity
 - inventive, makes up stories
 - sensitive to beauty
 - full of ideas and solutions to problems
 - wants to do it all herself
 - non-conformist, crazy wild ideas

Gifted children are often difficult to identify at an early age. They may have some difficulties adjusting to school, they may be bored or disruptive, they may even be slow to develop some skills. Albert Einstein was not able to speak fluently until he was nine years old.

Gifted or not, your child may be funny, athletic, friendly, messy, and a picky eater. The label does not communicate the many wonderful qualities of your child or all children.

Whether your child is ever labelled gifted or not, go ahead and encourage him/her to do whatever he does well. "You can do anything and be what you want to be, if you work at it." Your expectations will help make those things happen. Besides, our children are a gift to us, aren't they!

-data from *Is Your Child Gifted?* by Terry McDaniel Masters, PhD., head of the gifted program for the Austin, Texas School District, published in San Diego Parent Magazine, September 1992, \$12.00/year, \$18.00 for 2 years, P.O. Box 3204, Burbank, CA 91508, (619) 574-1157

Television: The Less, the Better



Television is magic. It soothes us when we are tired, it becomes a baby-sitter when we are busy. It distracts, amuses, frightens, informs. But television does a lot of other things which are not good for us or our children.

Television does not improve language ability. T.V. is passive. It does not require a response. No expressive language is used by watchers of T.V. T.V. doesn't respond or correct. People need feedback to improve. Language, dialects and accents do not change as a result of watching TV. If they did, everyone across the U.S. would be speaking the same way.

There is a correlation between being overweight and watching TV. In other words, the more T.V., the fatter you get.

There is a negative correlation between family time and watching T.V. In other words, the more T.V., the less time spent with your family.

There is a negative correlation between homework and T.V. In other words, the more T.V. the less homework done (and the poorer the quality and the lower the grades in school).

Watching T.V. causes impatience. T.V. watchers rarely seek alternative solutions. They show a lack of tolerance for unresolved problems (They think all life's problems should be resolved in a half hour, just like on T.V.) T.V. watchers show an inability to accept and resolve conflicts in life. Life is magic, too. Turn off the T.V.

Studying Snoopy? ...or why parents must be detectives, too

We encourage parents to ask their children about their activities in day care, preschool or elementary school. Even if they say nothing, if you ask them everyday they begin to anticipate your questions and will begin to reflect on their activities. However, be prepared to find the reports confusing, occasionally. Just show you interest, ask questions and keep listening. A little detective work may be necessary, too. Here's an example.

"Mom, today we learned about the earths in pre school. I got a lot of the answers right, but I don't remember their names now."

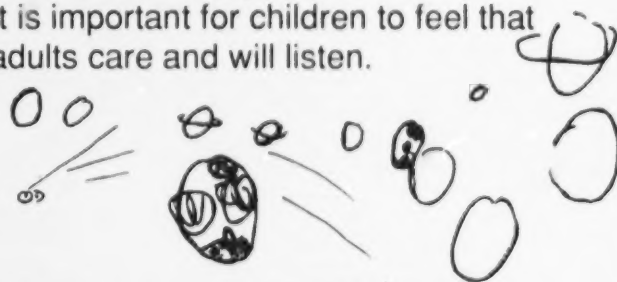
"(Earths?? thinks Mom) 'Oh, great, what were the earths like, dear?'"

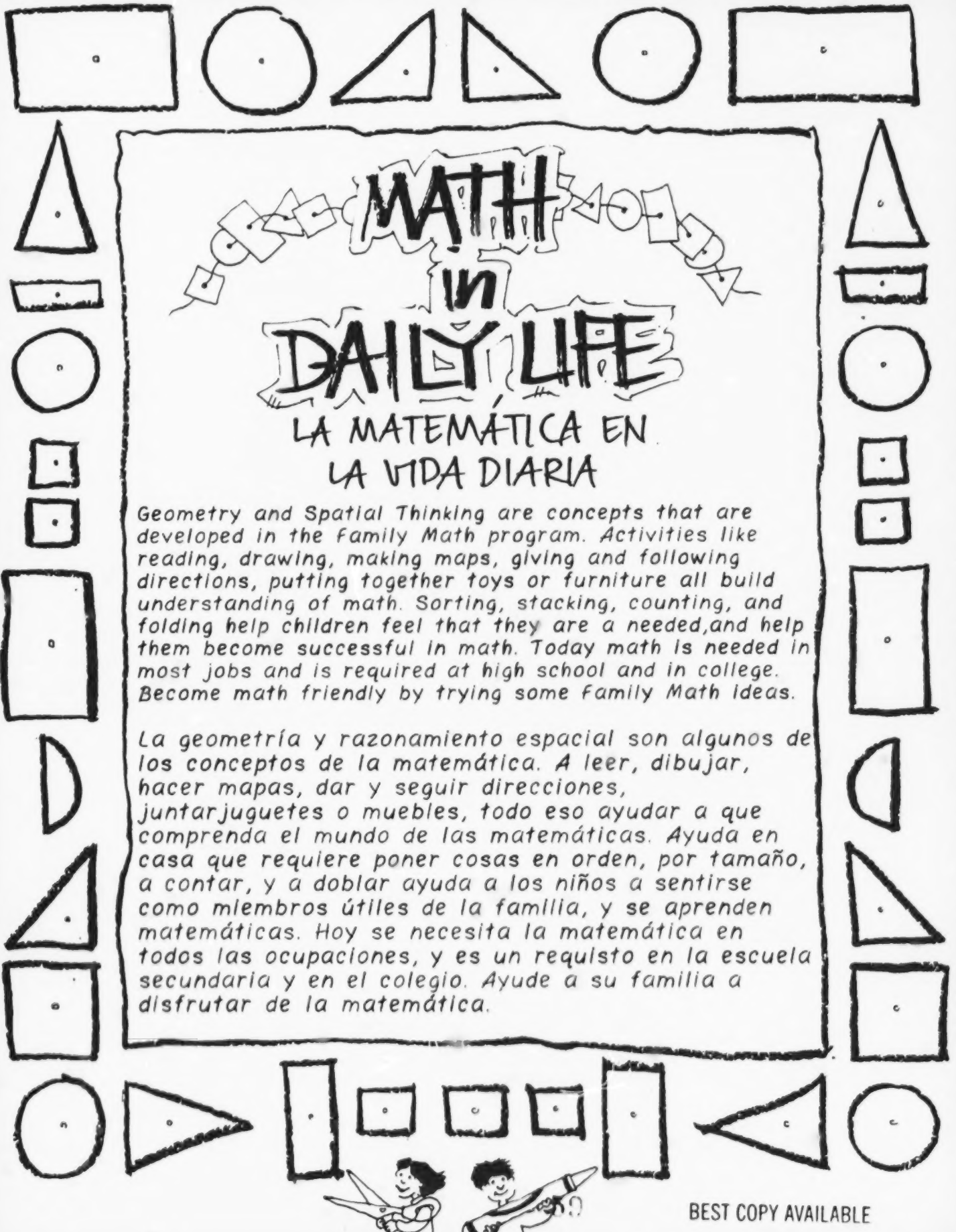
"Oh, like Snoopy... and there were more earths, different sizes..."

"An earth named Snoopy? Ohhhh- was another one Pluto? ... and Mars...?"

"Yes, how did you know?"

It is important for children to feel that adults care and will listen.





MATH in DAILY LIFE

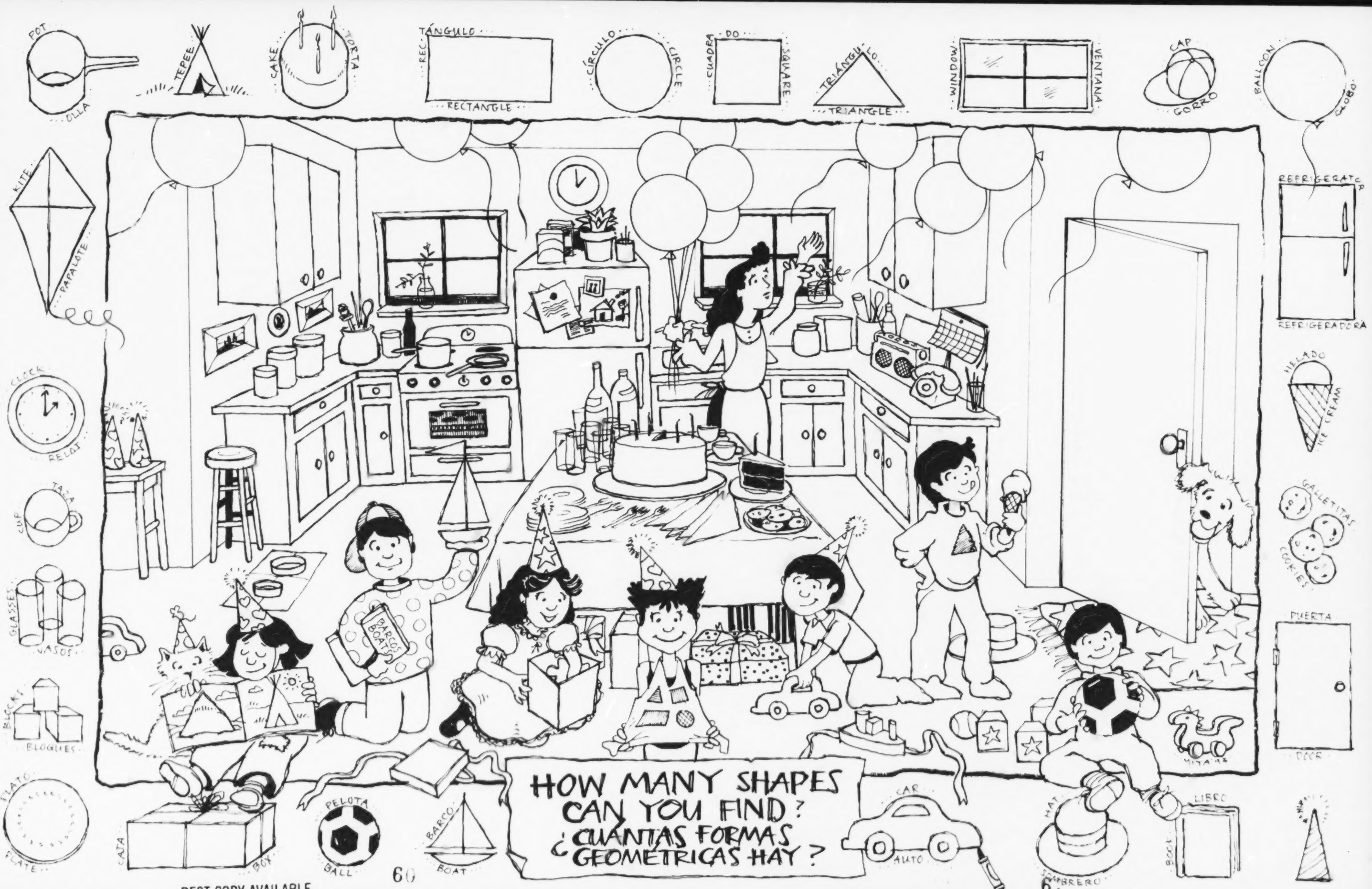
LA MATEMÁTICA EN LA VIDA DIARIA

Geometry and Spatial Thinking are concepts that are developed in the Family Math program. Activities like reading, drawing, making maps, giving and following directions, putting together toys or furniture all build understanding of math. Sorting, stacking, counting, and folding help children feel that they are a needed, and help them become successful in math. Today math is needed in most jobs and is required at high school and in college. Become math friendly by trying some Family Math Ideas.

La geometría y razonamiento espacial son algunos de los conceptos de la matemática. A leer, dibujar, hacer mapas, dar y seguir direcciones, juntar juguetes o muebles, todo eso ayudar a que comprenda el mundo de las matemáticas. Ayuda en casa que requiere poner cosas en orden, por tamaño, a contar, y a doblar ayuda a los niños a sentirse como miembros útiles de la familia, y se aprenden matemáticas. Hoy se necesita la matemática en todos las ocupaciones, y es un requisito en la escuela secundaria y en el colegio. Ayude a su familia a disfrutar de la matemática.



BEST COPY AVAILABLE



HOW MANY SHAPES
CAN YOU FIND?
¿CUANTAS FORMAS
GEOMETRICAS HAY?

SIMPLE SYMMETRIES/ SIMETRIAS SIMPLES...

- ① Fold a piece of paper in half. / Dobra una hoja de papel por la mitad.

Open it up and drop a blob of paint on one side. / Abre la hoja y deposita una gota de pintura en un lado del doblez.

Fold it in half again and press. / Doblala nuevamente y presiona.

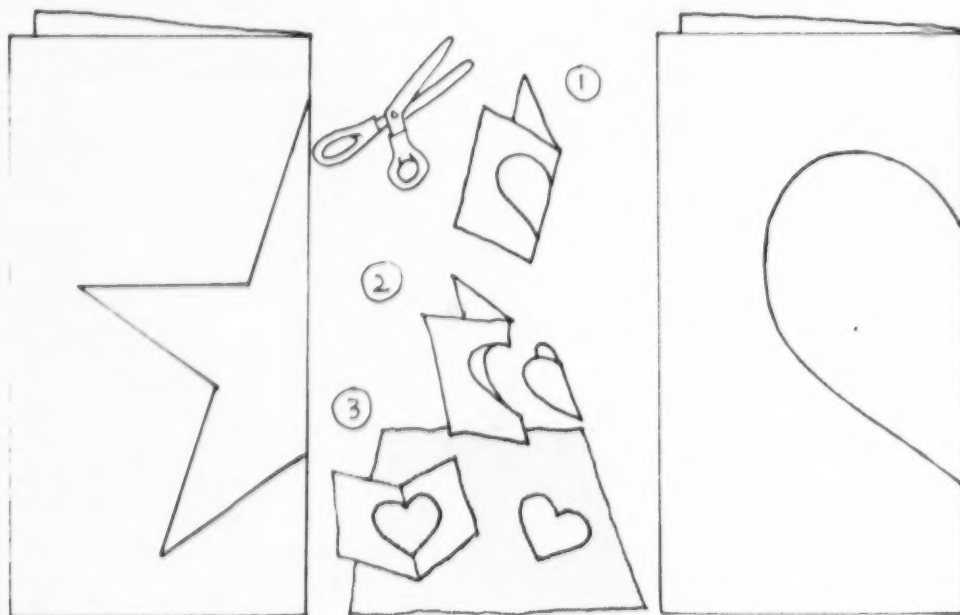
Open it up to see the design that has been made. / Abrela y observa el diseño obtenido.



- ② Fold a paper in half and ^{cut} a shape out along the fold. / Dobra una hoja de papel por la misma mitad y corta alguna forma en el lado del doblez.

Guess what the shape will look like when the paper is opened. / Adivina el diseño que observarás al abrir la parte recorta.

Paste the paper on another sheet to display the design. / Pega tu diseño en otra hoja de papel para que lo puedas exhibir.



¡LISTOS!

Niños Superdotados

¿Qué quiere decir un niño dotado con habilidades e inteligencia.

Para cada padre su hijo/a es especial y dependiendo de las habilidades que ellos tengan, a su motivación y la voluntad de Dios, cualquier niño puede hacer una contribución valiosa a la humanidad. Niños que tienen habilidades especiales pueden ofrecer talentos que enriquecerán a la sociedad. Aquellos niños que son identificados por un distrito escolar como talentosos también tiene derecho a servicios especiales.

Su niño podría ser considerado como super dotado al mostrar habilidades extraordinarias en las siguientes áreas:

- **Artes visuales y representación teatral**

- dibujo, color, baile, música o drama.
- ritmo, recuerda melodías
- le gusta el arte teatral

- **Liderazgo y conciencia social**

- líder
- tiene auto-confianza
- sabe persuadir y conseguir resultados

- **Inteligencia en general**

- tiene inquietud por conocer todo
- vocabulario amplio
- intereses variados
- le gusta organizar las cosas
- se envuelve en varios proyectos a la vez
- es observador penetrante

- **Habilidad específica en ciertas situaciones**

- tiene gran interés por algunos temas
- recuerda de muchos detalles

- gran motivación por aprender

- **Creatividad**

- tiene gran imaginación
- es sensible a la belleza
- tiene muchas ideas y soluciones a problemas
- quiere hacerlo todo por sí mismo
- no es conformista, tiene ideas fuera de lo común

Los niños super dotados no son fáciles de identificar cuando pequeños. Algunos tienen dificultad en adaptarse al ritmo de la escuela, se aburren, tienen mala conducta, y a veces son lentos en aprender algo. Albert Einstein no aprendió a hablar con fluidez hasta que cumplió los 9 años.

Super dotado o no, su niño puede ser cómico, atlético, amistoso, desordenado y malo para comer. El ser señalado como super dotado no comunica las maravillosas cualidades de su niño.

Aunque lo señalen o no como super dotado, anímelo a hacerlo lo mejor posible. "Ud. puede hacer y ser lo que Ud. quiera, siempre que le ponga empeño." Sus expectativas van a ayudarlo a que esto ocurra. Nuestros niños de todos modos son un super regalo que hemos recibido.

- de la revista *Is Your Child Gifted?* por Terry McKnight Masters, Ph.D., Director del programa de super dotados del distrito escolar de Texas en Austin, publicado en San Diego por la revista *Parent Magazine*, Septiembre 1992, P.O. Box 3204, Burbank, CA 91508 619-574-1157 (\$12.00 por 1 año y \$18.00 por 2 años)

Television: Lo menos, Lo mejor



La televisión es mágica. Nos arruya cuando estamos cansados. Cuando estamos ocupados, nos sirve para hacerle compañía a los niños. Nos distrae, nos alegra, nos asusta, nos informa. Pero la televisión hace muchas cosas que no son buenas para nosotros ni para los niños.

La televisión nos ayuda poquito a desarrollar el lenguaje. La televisión es pasiva. No requiere una respuesta. Los que miran la televisión no tienen que expresarse. Ya que la televisión no requiere una respuesta, por eso no hay manera de corregir el lenguaje. El lenguaje, dialectos, y los acentos de uno, no cambian viendo la televisión. Si ayudara, todo el país hablarían igual.

Hay una relación entre engordar y ver la televisión, en otras palabras, lo más que vemos la televisión, lo más que engordamos. Al igual, hay una relación negativa entre tiempo con la familia y la televisión. Lo mas que vemos la televisión, el menor tiempo que pasa con la familia.

Hay una relación negativa entre la televisión y la tarea. En otras palabras, si ve mas de televisión, uno hace menos la tarea (y de peor calidad). El resultado serían calificaciones mas bajas.

El ver la televisión causa impaciencia. Los que ven demasiada televisión raramente buscan soluciones o alternativas para resolver sus problemas. Estas personas demuestran falta de tolerancia hacia problemas que son difíciles de resolver. (Piensan que todos los problemas deberían de

resolverse en media hora, igual que en la televisión.) Estas personas también demuestran que no pueden aceptar y resolver sus conflictos en la vida real. ¡Acuerdense! La vida también es mágica. ¡Apágen la televisión!

El estudio de Snoopy, o... Los padres como detectives

Los padres deben mostrar interés en las actividades de sus hijos cuando están bajo el cuidado de otros—los programas preescolares, o de kinder. Aunque no responderán, si se les pregunta, todos los días, los niños van a empezar de tener respuestas. Pero este preparado para escuchar una respuesta confundida a veces. Siempre muestre interés y apoyo y pregúntales mas. Como el siguiente ejemplo, van a tener buenos resultados.

"Mama, hoy en la escuela, aprendimos sobre unas tierras. Contesté casi todas las preguntas, pero ahora no me recuerdo de los nombres de las tierras."

"¿Cómo eran las tierras?"

"Bueno, eran muchos, y uno se llama Snoopy, y eran de varios tamaños..."

"¿Snoopy? ¿Ohhhh - había una que se llamaba Pluto?... ¿Y otra planeta, Marte?..."

"Sí! ¿Como sabias?... y algunas planetas tienen anillos alrededor de ellas..."

Es muy importante que los niños se sientan que los adultos se preocupan por ellos y que los escucharían.

--from *"The Measure of our Success"*

by Marian Wright Edelman

Lesson I: There is no free lunch. Don't feel entitled to anything you don't sweat and struggle for.

Lesson II: Assign yourself.

Lesson III: Never work just for money. Money won't save your soul or build a decent family or help you sleep at night.

Lesson IV: Don't be afraid of taking risks or of being criticized or of not being popular.

Lesson V: Take parenting and family life seriously. And insist that those you work for and those who represent you do so. Our nation mouths family values we do not practice. Seventy nations provide medical care and financial assistance to all pregnant women; we are not one of them. Seventeen industrialized nations have paid maternity/paternity leave programs. We are not one of them. Our nation alone among wealthy industrialized nations fails to provide quality early childhood education and family supports.

It's time for the mothers of this nation to tell the men in power to get with it and stop the political hypocrisy so that all parents can have a *real* choice about whether to remain at home or work outside the home without worrying about the safety of their children.

Lesson VI: Listen for the sound of the genuine within yourself.

Lesson VII: Never think life is not worth living, or that you cannot make a difference.

Death, AIDS and a Parakeet...

"grandfather" friend. We are all still adjusting to that loss.

The last straw was the parakeet. Budgie was pal, too tame for his own good. When she came to tell me that he wasn't moving there was no hint that she suspected the worst. His death was devastating. For the next 24 hours, she mourned Budgie, hoping he would wake up.

"I wish it was just a bad dream."

"I don't want him to have had such a short life."

"If only we could just go back to yesterday and he would still be alive in his cage." If only...

I suspect all those other fears and sadnesses went into mourning Budgie. It was a sad time. We're feeling better now, and trying to make the lives of those still with us more joyful.

Helping children accept their fears and grief is important in developing healthy caring adults. There are many things we would like to hide, or ignore. But children, as well as adults, need someone to listen to them and accept their feelings and their fears.

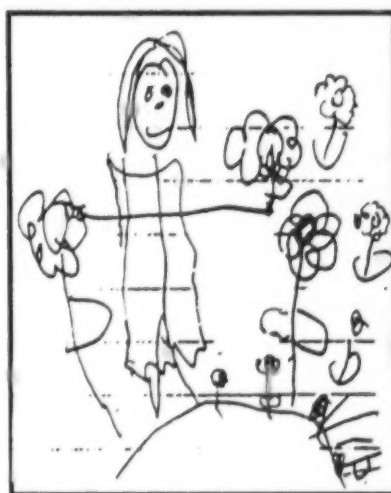
Expectations

(continued from first page)

early education, family support, and strong social networks are a few of the important ingredients.

We know that home is the place where children's early development unfolds, and the family is the context in which their development is supported and sustained. Parents are and will remain their children's first and most important teachers, providers, and caregivers.

We know that when parents are informed and confident in supporting their child's early learning and development, they can powerfully enhance school



success. For example, when parents of disadvantaged children create a "curriculum of the home" that encourages daily conversation, household routines, attention to everyday events, and parents show affection and concern for

their children's school progress, their children learn as well as the children of affluent families. Parents who are active in early childhood education are also prepared to participate in their child's elementary school education.

Research studies indicate a clear need to place greater emphasis on preventing problems. Obviously, the easiest problems to remedy are those that never occur in the first place. Preventative approaches require the active participation of both the children and their parents.

-from "Rethinking Migrant Education"-
National Association of State Directors of
Migrant Education, available from your state
director.

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